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ABSTRACT

Major federal bilingual education programs are described, and data are presented to show the nature and extent of bilingual education activities. The report attempts to present the current estimates of the number of limited English-speaking persons who may require bilingual education and some demographic characteristics of these persons. State efforts in programs for the limited English-speaking are briefly summarized, and major court cases relating to bilingual education are listed. The following federally supported programs that contain bilingual education activities are covered: Emergency School Aid, Bilingual Vocational Training, Public Library Services, Right to Read--National Reading Improvement Programs, Special Programs for Students from Disadvantaged Backgrounds, Strengthening Developing Institutions Programs, Adult Education, Migrant Education, Follow Through, and Indian Education. Additionally, Title VII of the Elementary and Secondary Education Act and other legislation are described. (SW)

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OVERVIEW OF FEDERAL BILINGUAL EDUCATION PROGRAMS AND PARTICIPANTS

by

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SUMMARY

This report is an analysis of the present Federal involvement in bilingual education. The major Federal programs are described and data provided, where possible, to show the nature and the extent of the bilingual education activities. The report attempts to present the current estimates of the number of limited English-speaking persons who may require bilingual education and some demographic characteristics of these persons. A short summary which capsulizes the State efforts in programs for the limited English-speaking is included, as is a brief compilation of the major court cases relating to bilingual education.

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OVERVIEW OF FEDERAL BILINGUAL EDUCATION PROGRAMS AND PARTICIPANTS

Introduction

According to current estimates, there are close to 15 million persons in the U.S. who may be limited English-speaking; 3.6 million of which are school age. A large portion of these limited-English speaking persons are of Spanish-speaking backgrounds. Data gathered on Spanish-speaking school-age children show that their enrollment rates are lower in all grades than any English-speaking group. Hispanics are less likely than either Whites or Blacks to be enrolled in postsecondary education. All students who live in households where a language other than English is spoken are behind in the grade level expected for their age than children from English speaking households. In addition, when compared with that of children with English language backgrounds, the dropout rate for the Hispanics is 4.5 times higher and the rate for other non English-speaking 3 times higher.

These data seem to show that limited English-speaking students are not faring well in the educational system. To address this problem and to help the States and localities provide adequate educational programs for the limited English-speaking, the Federal Government has taken an active part in financing bilingual education.

Federal focus on educational problems and needs of persons with limited English-speaking ability began with the Elementary and Secondary Education Act Amendments of 1968. These Amendments established the Bilingual Education Act, (Title VII of the Elementary and Secondary Education Act) which authorized special activities to meet the educational needs and to provide equal educational opportunity for other-than-English-speaking children. Initial Federal assistance was limited to programs authorized under this legislation.

The first Federal contribution for this program was $7.5 million for FY 1969. This was used to fund some 76 projects for over 26,000 limited English-speaking children. By FY 1978, the Title VII program had grown to include some 565 projects reaching close to 300,000 children. Appropriations increased to $135 million.

Federal involvement in bilingual education is not limited to the Title VII program, even though "program and funding-wise" it is the largest single Federal effort in financing bilingual education. Specific provisions for bilingual education have been included in other major Federal education legislation. These provisions vary from inclusion of bilingual education under certain programs' allowable activities to specification of the exact amount or portion of the total Federal contribution which must be spent for bilingual education programs. Currently, there are over ten federally funded programs which incorporate bilingual education activities in their program structure.

Activity in bilingual education has not been confined to the Federal legislative sphere. The judicial review of cases insuring that limited English-speaking students not be discriminated against has reached the U.S. Supreme Court. In the Lau v. Nichols case non English-speaking Chinese students brought action against the San Francisco Unified School District. The U.S. Supreme Court reviewed the case and reversed lower court decisions by concluding that school systems receiving Federal education funds are prohibited by Title VI, Section 601, of the Civil Rights Act from discriminating on the basis of race, color or national origin. The court bars any discrimination which has the effect of denying non English-speaking students a "meaningful opportunity" to participate fully in federally funded education programs.

State legislatures have also taken action to establish bilingual education programs for limited English-speaking children. Bilingual education programs have been mandated by over half of the State legislatures and close to half of the States are providing State funds for bilingual education programs and the training of teaching personnel to work with limited English-speaking persons.

The success of the Federal bilingual effort has been evaluated in the context of the Title VII -- Bilingual Education program. The evaluations seem to have mixed conclusions as to the effectiveness of the program. These range from bilingual education showing little or no impact on student achievement in math and reading to bilingual education contributing to gains in reading and math scores and lower absenteeism among program participants.

This report is an analysis of the present Federal involvement in bilingual education. The major Federal programs will be described and data provided, where possible, to show the nature and the extent of the bilingual education activities. The report attempts to present the current estimates of the number of limited English-speaking persons who may require bilingual education and some demographic characteristics of these persons. A short summary which capsulizes the State efforts in programs for the limited English-speaking is included, as is a brief compilation of the major court cases relating to bilingual education.

In addition, this report includes a summary and discussion of the first and only large scale evaluation of the Title VII program carried out for the U.S. Office of Education. Finally, Federal education legislation which have authorized specific bilingual activities are described and legislative histories for this legislation included.

DESCRIPTION OF FEDERALLY SUPPORTED PROGRAMS WHICH CONTAIN BILINGUAL EDUCATION ACTIVITIES

Bilingual Education: Title VII of the Elementary and Secondary Education Act

The purpose of this Act is to establish equal educational opportunity for all children, to encourage the establishment and operation of educational programs using bilingual practices, techniques and methods and to demonstrate effective ways of providing instruction for children of limited English proficiency designed to enable them, while using their native or dominant language, to achieve competence in reading, writing and speaking English.

Basic Programs in Bilingual Education -- Local Projects

The Act authorizes the Commissioner of Education to make grants to one or more local educational agency or institution of higher education (including a junior and/or community college) applying jointly with one or more local educational agencies for the purposes of establishing, operating and improving programs of bilingual education[1/] and providing supplementary community and educational activities designed to facilitate and expand the implementation of bilingual programs, including adult education (particularly for parents of children participating in the bilingual education programs) and preschool programs.

[1/] Bilingual programs are defined in the Code of Federal Regulations 45 CFR 123.02(g). In summary, a bilingual education program is an instruction program designed to help children of limited English-speaking ability progress effectively through elementary and secondary school. Instruction may be given in English or the native language of the student and in all courses or subjects necessary to ensure this progression. The program may include children who are not limited English-speaking in order to provide a better understanding between students of varying cultural backgrounds.

Local projects are required to: concentrate on those children most in need, recruit personnel proficient in both English and the language of the children, provide measurable goals for determining when children no longer need bilingual educational assistance and to provide for follow-up services from State and local funds to sustain achievements children may have made in the bilingual program. The local project must also demonstrate that receipt of the Federal aid will lead to a development of its capabilities to continue the program after Federal funding has ended. Participation of English proficient children in the bilingual program is allowed in order that they might contribute to the understanding of language and cultural heritage. The Act establishes a 40 percent maximum on the number of English proficient children who may participate in the program.

An application for a local project may cover one to three years with amended applications permissible in the event of program changes without necessitating the filing a completely new application. The length of time for which each project is approved Federal funding depends on the Commissioner of Education and various criterion which include the severity of the problems and the nature of the program activities.

The Commissioner of Education may issue an order to any local educational agency to submit an application in preparation for termination of assistance if that local educational agency does not have a long term need for continued assistance. This order would apply after one year and after a right to appeal. If the districts situation changes it may reapply to have its grant continued. No order to prepare for termination can be issued to a district showing progress and demonstrating clear fiscal inability and if such a district has a continuing presence of such children, a recent influx of such children are under a court order or Title VI plan affecting such children.

Training Programs for Bilingual Personnel: In addition to the basic bilingual education programs, the local educational agency may use part of its Federal grant for supplementary and auxiliary training programs for personnel preparing to participate or participating in basic bilingual education programs. (In carrying out the training activities the Commissioner of Education is authorized to make grants to: one or more institutions of higher education (including community and junior colleges) which apply after consultation with, or jointly with, one or more local educational agencies; local educational agencies; and State educational agencies for the following training related activities:

-- training programs designed to promote career development, advancement and mobility in bilingual education;

-- training programs for teachers, administrators, paraprofessionals, teacher aides and parent associated witn bilingual education;

-- programs to train persons to teach and counsel bilingual education personnel;

-- programs designed to reform and improve bilingual education curricula in graduate education and to attract higher education and graduate school facilities for bilingual education training;

-- operation of short-term training institutes designed to improve the skills of personnel participating in bilingual education programs; and

-- payments of stipends to personnel involved in training programs to improve their skills in teaching children with limited English-speaking ability. If a State educational agency is the recipient of a training grant, then that agency cannot receive more than

15 percent of the total appropriation used for training under Title VII.

Fellowships for Preparation of Teacher Trainers: In addition to these training programs the Commissioner of Education is authorized to award fellowships to individuals to allow then to enroll in a full-time program of study in the field of training teachers in bilingual education. In order to be eligible for these fellowships the individual must be accepted for full-time enrollment in a program of study offered by an institution of higher education and priority must be given to applicants who demonstrate experience and competence in the field of bilingual education. Each recipient of a teacher fellowship is required to serve in the area of teacher training for bilingual education for the same period of time for which that person received funds or to repay the assistance.

State Technical Assistance Programs for Bilingual Education: The Commissioner of Education is authorized to make grants to State educational agencies for the coordination of technical assistance to programs of bilingual education operated by local educational agencies within the State. No State educational agency can receive more than 5 percent of the total amount paid to local educational agencies within that State for bilingual education programs. According to the Code of Federal Regulations 1/ Federal funds made available for State grants for technical assistance must be used to supplement and increase State funds and not supplant or replace State funding for these activities.

1/ Actual citation is Code of Federal Regulations 45 CFR 123.53(b)(1).

Supplanting: Federal funds provided under this Act must be used in a supplementary capacity and cannot be used to replace State and local funds used for programs of bilingual education on the State and local level. There is no exception to this provision on the State level. However, on the local level a local educational agency can use Federal funds to initiate bilingual programs in response to a noncompliance order under Title VI of the Civil Rights Act of 1964 or any U.S. or State court order to provide services to non-English-proficient children.

Bilingual Education Programs for Indian Children: This Act authorizes the Commissioner of Education to provide funds for Indian bilingual education by using two separate mechanisms. First, elementary and secondary schools operated predominantly for Indian children, and nonprofit institutions or organizations of an Indian tribe, which operate schools for Indian children can be considered a local educational agency and thus eligible for funding under the basic bilingual grant program described above. Second, the Commissioner of Education is authorized to make payments to the Secretary of the Interior for bilingual education program for Indian children on a reservation served by an elementary and secondary school operated or funded by the Department of Interior.

Other Provisions of Title VII -- Bilingual Education

Office of Bilingual Education: Title VII of the Elementary and Secondary Education Act also establishes an Office of Bilingual Education within the U.S. Office of Education. The responsibilities of the Office of Bilingual Education range from coordination of bilingual education programs administered within the

U.S. Office of Education and the administration of the federally funded Title VII bilingual programs to preparation of biennial reports which assess: the national educational needs of children with limited English proficiency, the actual number of these children, the cost of extending the bilingual education programs to all persons of limited English proficiency from preschool through adult educational levels, the national needs for bilingual education teaching personnel and the preparation of an evaluation of the bilingual education programs.

Provisions Related to the U.S. Commissioner of Education and the Secretary of Health, Education and Welfare, (HEW): Title VII provides for specific responsibilities in the area of bilingual education for the U.S. Commissioner of Education and for the Secretary of HEW.

Commissioner of Education is directed to insure that the Office of Bilingual Education is adequately staffed to effectively discharge the provisions of the bilingual education program which include:

-- publication in the Federal Register, six months after the enactment of the Education Amendments of 1978, bilingual education models which may include suggested teacher-pupil ratios, teacher qualifications and evaluations models;

-- direct a study on the extent of the need for bilingual programs in Puerto Rico;

-- coordination and cooperation with other programs administered by the U.S. Office of Education which serve the educational needs of children of limited English proficiency; and

-- develop guidelines for local project evaluations.

The Secretary of Health, Education and Welfare is directed to:

- -- prepare and submit to the Congress and the President a report identifying the approximate number of children of limited English proficiency by language and State by September 30, 1980;
- -- develop methods for identifying children of limited English proficiency who are in need of bilingual education by September 30, 1980;
- -- develop evaluation and data gathering models which take into account linguistic and cultural differences of the child, availability of State programs, and programs variation by September 30, 1980; and
- -- prepare a report by December 31, 1981 on the feasibility and cost of converting the bilingual program from a discretionary grant program to a formula grant program.

Nonpublic/Private School Children: The Act requires the equitable participation of private school children in bilingual education programs. The Commissioner of Education is authorized to either withhold approval of an application if it is not in compliance with the requirements for the participation of private school children or to withhold a portion of the funds necessary for the Commissioner to provide the bilingual education services through other arrangements.

Initial Applications for Funding: Act requires the Commissioner of Education to give priority to application from local educational agencies located in geographic areas and proposing to assist children in need that have historically been underserved by programs of bilingual education. The Commissioner is also required, where possible, to allocate funds in proportion to the geographical distribution of limited English-proficient children throughout the Nation with regard for the ability of the local educational agency to carry out a bilingual program and the relative number of low income children sought to be benefitted.

Puerto Rico -- Bilingual Programs: Bilingual programs serving limited Spanish proficiency children who return to the predominantly Spanish-speaking island from the mainland U.S. and are unable to function effectively in the first language of Puerto Rico which is Spanish may also be served with Federal funds under this Act.

Parental Involvement: The Act provides for the local project application to be developed in consultation with advisory councils partially made up of parents of limited English-proficient children. This participation is to continue throughout the life of the project grant. Parents are also to be informed of the instructional goals of the program and the progress of their children.

Research and Development in Bilingual Education: The Act delineates research responsibilities of the U.S. Office of Education, the Assistant Secretary for Education and the National Institute of Education. It authorizes $20 million for each fiscal year ending prior to October 1, 1983. Research activities include studies to determine and evaluate effective models for bilingual/bicultural programs and operation of a clearinghouse on information for bilingual programs.

National Advisory Council on Bilingual Education: The Bilingual Education Act provides for the establishment of a National Advisory Council on

Bilingual Education to be made up of least 15 members, eight of which must be persons experienced in educational problems of persons who are of limited English proficiency, i.e., teachers, parents of students whose language is other than English, program operators and teacher trainers. The Council's general responsibilities include advising the Commissioner of Education in the operation and implementation of the Title VII programs and the preparation of an annual report on the condition of bilingual education.

Authorizations of Appropriations: Authorizations of appropriations for bilingual education program grants under Title VII are: $160 million in FY 1978, $200 million in FY 1979, $250 million in FY 1980, $300 million in FY 1981, $350 million in FY 1982, and $400 million in FY 1983. From this total, sums are made available for training activities and projects and the National Advisory Council on Bilingual Education. Regarding the training activities, if the total appropriation for any fiscal year is less than $70 million, $16 million is reserved for training activities but if the total appropriation for any fiscal year is greater than $70 million then 20 percent of the excess over $70 million is reserved for training activities instead of the flat $16 million amount. One restriction on the distribution of these training funds is that not more than 15 percent of the total training grants can be awarded to State educational agencies. The rest must be distributed to local educational agencies or institutions of higher education. In addition, after reserving the training activities' sums from the total appropriation, the Commissioner of Education set-aside not more than one percent of the total remaining appropriation for the National Council on Bilingual Education.

There is a separate authorization for the State technical assistance grants, which increases from $12 million in FY 1979 to $16 million in FY 1981 and then is set as such sums as may be necessary for FY 1982 and FY 1983.

Title VII Program Data

The following chart provides the funding and history of the Elementary and Secondary Education Act, Title VII, Bilingual Education Programs for FY 1969-1978.

Funding and History of the Elementary and Secondary Education Act Title VII Bilingual Education Programs FY 1969-1978 1/ (dollars in thousands)

	1969	1970	1971	1972	1973	1974	1975	1976	1977	1978
Total Authorizations 2/	$30,000	$40,000	$80,000	$100,000	$135,000	$135,000	$135,000	$ 97,770	$115,167	$135,000
Total Appropriations	$ 7,500	$21,250	$25,000	$ 35,000	$ 45,000	$ 66,350	$ 69,270	425	515	565
Total Bilingual Project Cost	$ 7,500	$21,250	$25,000	$ 35,000	$ 45,000	$ 66,350	$ 46,170	$ 62,500	$ 74,300	$ 81,000
Total Number of Projects	76	131	164	217	209	380	319	425	515	565
Total Number of Children Served	26,521	51,918	85,748	108,816	129,280	339,595	162,124	$190,000	$280,000	$300,000
Total Training Cost 3/							$ 18,352	$ 22,500	$ 29,700	$ 36,975
Total Inservice Cost 3/							$ 5,245	$ 10,251	$ 11,425	$ 12,975
Number Trained 3/							13,985	30,000	33,000	37,500
Total Preservice Traineeships Cost 3/							$ 6,546	$ 3,275	$ 9,275	$ 11,000
--Number Trained 3/							3,273	750	750	925
Total for Graduate Fellows 3/							$ 3,000	$ 4,000	$ 4,000	$ 5,000
--Number of Recipients 3/							474	708	525	625
Total for Program Development 3/							$ 3,790	$ 6,000	$ 3,300	NA
--Number of Awards 3/							35	100	33	NA
Total for Resource Centers 3/							$ 3,561	$ 5,000	$ 5,000	$ 8,000
--Number of Centers 3/							7	16	15	20
Total for Materials Development and Assessment and Dissemination Centers 3/							$ 6,270	$ 7,000	$ 7,000	$ 10,000
--Number of Centers 3/							12	16	17	17
Awards to State Departments of Education 3/							0	$ 1,200	$ 3,900	$ 4,375
--Number of Awards 3/							0	38	40	46

1/ Except for authorizations and appropriations the other totals are estimated.

2/ This does not include the separate authorizations for State educational agency grants for technical assistance which began in 1974 and increased from $6.75 million in FY 1974 to $9.78 million in FY 1978.

3/ These activities were not authorized until P.L. 93-380, Education Amendments of 1974.

Source: This table was compiled from Appropriations Hearings for FY 1969-1979 and data provided by the U.S. Office of Education -- Bilingual Education.

Program Data not Included in the Funding Table

-- Nonpublic School Participation in Title VII Programs

According to the Office of Bilingual Education, Elementary and Secondary Branch, for project year 1977-1978, (FY 1977 appropriation) the portion of ESEA Title VII children served who attend nonpublic schools is 6.4-7.1 percent. This is 18,000-20,000 of the grand total of approximately 280,000 children. The portion of the ESEA Title VII funds expended on services to nonpublic school children is 3.0-3.9 percent. This is $3.5-$5 million of the grand total of $115 million.

-- Grade Level of Students in Title VII -- Bilingual Education Programs

According to John Molina, former Director of the U.S. Office of Bilingual Education, in testimony before the House Subcommittee on Elementary, Secondary and Vocational Education, during hearings in June 1977 on H.R. 15, during school year 1976-1977, approximately 2 percent of those enrolled in the bilingual programs were preschool children, about 14 percent were high school students and approximately 84 percent were children in the elementary school level.

-- Per Pupil Costs

According to the Office of Education, for students enrolled in the Title VII projects, Federal per pupil expenditures for Title VII ranged from $150 to $739 with an average expenditure of $310. Considering all sources of funds, State, local, or other Federal, the per pupil cost for Title VII students ranged from $1,127 to $2,120 with an average of $1,398. The total per pupil cost for non Title VII students ranged from $992 to $1,354 with an average of $1,022.

Number of Non Limited English-Speaking Participants in the Title VII Programs

According to Section 703(a)(4)(B), a program of bilingual education may make provision for the voluntary enrollment of a limited number of children whose language is English in order that they may acquire an understanding of the cultural heritage of children of limited English-speaking ability. For program participation, children whose language is other than English must be given priority. This section also stipulates that in no way shall the program be designed for the purpose of teaching a foreign language to English-speaking children. Currently the Office of Education estimates that approximately 20 percent of the bilingual Title VII program participants are English speaking.

Number of Languages Served in the Bilingual Program

According to the U.S. Office of Education there are approximately 60 languages used in the bilingual education program. These languages include: various dialects of American Indian and Pacific Island natives; Spanish and the various languages spoken on the Asian and European continent. The Appendix contains a State-by-State account of the FY 1977 funds for Title VII.

Program Activities

Bilingual education programs provide a wide-range network of activities and services that offer all or part of the elementary and secondary school curriculum in a language other than English. In an attempt to describe the various activities undertaken in bilingual projects two major types of programs emerge. One is a transitional program designed to use the native language of the limited English-speaking child only in the primary grades, usually kindergarten through third grade. These programs try to promote learning in general subjects until a child's English is proficient enough to be used entirely in the school environment and the child is placed in the regular class. The other type of program can be categorized as a maintenance program. This program tries to develop English language skills by instructing in both the native language of the child and in English in order to help children become proficient in both. Examples of bilingual programs can be divided into three categories, i.e., schoolroom programs, teacher and teacher training programs and curriculum development programs. A brief description of activities which may be included in these typs of programs follow:

-- Schoolroom programs:

-- Limited English-speaking students participate in full day programs in which all the daily curriculum is taught in their native language. In some cases students spend all their school days in classes where their native tongue is spoken, in other cases students alternate between classes taught in English and those taught in their native tongue, while in still other cases students spend mornings in classes taught in English and afternoons in classes taught in their native language.

-- Teacher and teacher training:

-- In some classes students are taught in their native language by one teacher. This teacher may teach all curriculum areas, i.e., reading, math, history, etc. In other cases there may be two teachers in the classroom for all or part of the classes, one teacher who is English-speaking, the other who speaks the native language of the students.

-- Recruitment of bilingual teachers is also an activity which is carried on with bilingual funds;

-- Instructional aides are used in some situations. These are persons who speak the native language of the children and who work with the regular classroom teachers; and

-- Funds are also used to help train personnel to identify a limited English-speaking child, assess the educational needs of the child, and understand the cultural heritage of the child.

-- Curriculum development:

— Funds are used to prepare instructional material for the non English-speaking child. Often times textbooks and support materials, for example, library books, school manuals, etc., are not printed in languages other than English and the bilingual funds are used to translate these materials or to purchase comparable materials for the limited English-speaking child;

-- If a bilingual project is demonstrating gains in the academic achievement of the limited English-speaking child funds are used to disseminate the program as a model for other schools and areas to use.

Emergency School Aid[1]

The Emergency School Aid Act (ESAA), Title VII of the Education Amendments of 1972, P.L. 92-318, provided finanical assistance for the following:

-- to meet the special needs occasioned by the elimination of minority [2] group segregation and discrimination among students and faculty in elementary and secondary schools;

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[1] This description pertains to the bilingual grants under ESAA prior to the amendments made to this program by P.L. 95-561. For a description of these changes see page 85 of this report.

[2] According to the Code of Federal Regulations 45 CFR 181.1(d) minority is defined as any persons or persons of Negro, American Indian, Spanish-surnamed American or Oriental ancestry.

-- to encourage voluntary elimination, reduction or prevention of minority group isolation in elementary and secondary schools with substantial proportions of minority group students;

-- to aid school children in overcoming the educational disadvantages of minority group isolation.

ESAA authorizes the Assistant Secretary of Education to provide two types of financial aid. Eighty-two percent of each year's total appropriation is reserved for apportionment among the States based on an entitlement formula. Each State receives a $75,000 base grant plus an additional amount based on the State's proportion of minority group children, with no State receiving less than $100,000 in any fiscal year. The ESAA entitlement program includes basic grants, pilot project grants, and nonprofit organization grants. In addition up to 5 percent of the total appropriation can be used for grants which provide compensatory services to students who had previously received such services under Title I of the Elementary and Secondary Education Act but who are no longer receiving such services as a result of attendance area changes under a desegregation order or plan issued after August 21, 1974. The remaining 13 percent of the total ESAA appropriation is reserved for specific set-aside programs and discretionary projects. These Federal grants are awarded in national competitions and include bilingual grants, educational television projects, special programs and projects, evaluation contracts, and metropolitan area projects.

Under Section 708 of P.L. 92-318 1/ ESAA bilingual grants can be awarded to local educational agencies in which minority group children are not receiving an equal educational opportunity because of language and cultural differences.

1/ The provisions described below remain unchanged under P.L. 95-561.

Four percent of the total funds available under ESAA are reserved for bilingual grants. These are awarded for the purposes of developing or implementing bilingual/bicultural curriculum to improve reading, writing and speaking skills of minority students from environments in which English is not the dominant language. The projects are also designed to enhance mutual interracial and interethnic understanding. Implementation plans must include adequate provisions for professional staff training. To qualify for a bilingual grant a local educational agency must be implementing an eligible desegration plan and meet the requirements for a basic grant. Basic grants may be awarded to any local educational agency which is implementing a required plan or has adopted and will implement a nonrequired plan if assistance is made available; or has a plan to enroll non-resident students in its schools to reduce minority group isolation; or in the case of districts with minority group enrollments exceeding 50 percent is establishing or maintaining at least one integrated school.

Bilingual programs and projects must be designed to complement other ESSA programs and projects in the local educational agency. The Assistant Secretary for Education is responsible as well as for ensuring that all Federal programs relating to bilingual education are coordinated.

Bilingual grants may also be awarded under the special programs and projects grants. The Assistant Secretary for Education provides grants to private nonprofit agencies, institutions and organizations to develop curricula at the request of an eligible local educational agency and to meet the educational needs of children with limited English-speaking ability to understand the history and cultural background of the minority groups of which these children are members.

Enrollments and Expenditures for Bilingual Grants

Following is a table which shows the obligation and number of bilingual projects under ESAA for five fiscal years, FY 1974-1978.

Year	Appropriations	Total Awards	Average Award	Total States Served	Total LEA Served
1978	$8,600,000	32	$268,750	18	32
1977	8,600,000	32	268,750	18	32
1976	8,600,000	32	285,889[1]	8	32
1975	9,052,000	34	266,235	8	34
1974	9,958,000	44	228,000	10	44

A more detailed table of the bilingual ESAA grants which lists the grants by State and locality is included in the Appendix.

School districts receiving the 34 ESAA bilingual grants in FY 1975 reported a total enrollment of 1,160,295 students; 680,385 or 58.6 percent minority enrollment and 479,910 or 41.4 percent nonminority enrollment. Of the total enrollment for that year, some 317,045 or 27.3 percent were identified as children whose dominant language was not English. School districts estimated that some 93,045 students or 8 percent of the total enrollment in local education agencies participated in bilingual projects under ESAA in FY 1975, 46,801 (50.4 percent) with Spanish surnames.

Also according to the Office of Education approximately 5,000 students from nonpublic schools participated in the bilingual projects in FY 1975.

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[1] This amount includes additional funds reserved to the Assistant Secretary of Education under section 708(a)(2) of the ESAA Act, special programs and projects.

General Enrollment and Expenditures for ESAA Grants

In FY 1974 a survey was conducted by the Office of Education to determine the number of Spanish-surnamed students enrolled in school districts with ESAA projects. Of the $233,355,147 total FY 1974 ESAA obligation, $96,351,199 (41.3 percent) was awarded for projects in school districts which enrolled a substantial number of Spanish-surnamed students. Some 344 (31.8 percent) of the total 1,038 ESAA projects were awarded for projects in school districts with a substantial number of Spanish-surnamed students, (24 States, Puerto Rico and the Virgin Islands). Of approximately 6.8 million students enrolled in these school districts, about 1.9 million (28 percent) had Spanish surnames.

Examples of Activities Sponsored Under the ESAA Projects Grants

Some representative activities sponsored under ESAA project grants include:

-- support for bilingual/bicultural instruction in the basic skills of reading, writing and mathematics for elementary students;

-- establishment of special instruction features in the project schools, i.e., multiracial/multiethnic classes, individualized instruction in reading and mathematics, and utilization of bilingual teachers and counselors;

-- teaching non English languages as subject areas and using this framework to instruct non-English dominant or non-English monolingual students in other curriculum areas like reading and mathematics;

-- placing special emphasis on the appreciation and understanding of the relevant culture in each ethnic program through a multicultural and interdisciplinary approach to social studies;

- -- providing training workshops and sessions which include home visits and intensive counseling to increase educational achievement of the limited English-speaking; and

- -- providing short teacher training sessions to familiarize the teachers of bilingual children with new instructional strategies for teaching effectively in multiethnic/multicultural environments.

Bilingual Vocational Training

The Education Amendments of 1974, P.L. 93-380, added a new program to the Vocational Education Act, Part J -- Bilingual Vocational Training. These Amendments authorized the Commissioner of Education and the Secretary of Labor to: develop and disseminate information on the status of bilingual vocational training; evaluate the impact of such training programs on unemployment, the need for trained personnel and underemployment; report findings annually to the President and Congress and draft regulations and guidelines for this program.

The Amendments authorized the Commissioner of Education to make grants to States and local educational agencies, postsecondary institutions, private nonprofit vocational training institutions, and other nonprofit organizations and institutions for the purpose of providing training in recognized occupations and new and emerging occupations and to enter into contracts with private for-profit agencies and organizations to assist them in conducting bilingual vocational training programs.

The Education Amendments of 1976, P.L. 94-482, authorized support for instructor training programs and for the development of instructional materials and techniques. Twenty-five percent of the total appropriation for bilingual vocational training is to be used for, instructor training and ten percent is earmarked for the development of instructional materials and techniques. This leaves approximately 65 percent of the total bilingual vocational appropriation for bilingual training programs.

Authorizations of appropriations for this program are $70 million in FY 1979, $80 million in FY 1980, $90 million in FY 1981 and $80 million in FY 1982.

According to the FY 1978 Budget Justifications, during school year 1977-1978 appropriations for the bilingual vocational training activities were to be approximately $2.8 million. Twenty-two projects were to be supported under this program. The projects were to involve approximately 2,150 students at an average cost of $1,300 per student. These 22 projects would involve some seven different languages.

According to the FY 1979 Budget Justifications assuming FY 1979 appropriations will be approximate $2,800,000 there will be fourteen projects for bilingual vocational training. This effort will provide actual vocational training for 1,210 persons of limited English-speaking ability at a cost of $1,500 for a total of $1,820,000. There will also be projects for bilingual vocational instructor training. This will involve 60 instructors for a cost of $700,000. The appropriation will also be used for one project for the development of instructional materials for bilingual vocational training programs for an approximate cost of $280,000.

The following table shows the authorization level, the budget request and the actual appropriation level for bilingual vocational training for FY 1975-1978:

Year	Authorization	Budget Request	Appropriation
1975	$17,500,000 1/	0	$2,800,000
1976	17,500,000 2/	0	2,800,000
1977	10,000,000 2/	2,800,000	2,800,000
1978	60,000,000 2/	2,800,000	2,800,000

Section 192 of the Vocational Education Act of 1963, as amended by Section 841(a)(7) of P.L. 93-380 mandated the U.S. Commissioner of Education to study the status of bilingual vocational training in the United States. The report was submitted to Congress and the President in 1976. According to an update of this report in FY 1977, vocational education training programs were being funded in 13 States; Arkansas, California, Florida, Illinois, Louisiana, Maine, New Mexico, New York, Oklahoma, Pennsylvania, South Dakota, Texas and Virginia. These programs involved some 1,478 students and were taught in 9 languages; Spanish, Chinese, Russian, Eskimo, French, Sioux, Navajo, Korean, and Vietnamese. For a detailed table which lists the individual Part J projects funded in FY 1977 see the Appendix.

1/ Authorization level set by P.L. 93-380, Education Amendments of 1974.

2/ Authorization level set by P.L. 94-482, Education Amendments of 1976.

On November 7, 1978 the Department of Health, Education and Welfare announced the school year 1978-1978 (FY 1979) Bilingual Vocational Training Projects. There will be twelve projects in seven states i.e., California, Florida, Illinois, New York, Oklahoma, South Dakota and Texas. In addition there will be three bilingual vocational instructor training projects in California, New York ad Texas and one bilingual instructional materials, methods and technique development project in Virginia. The total awards for FY 1979 are $2.8 million. Nine of these projects will be conducted for Spanish speakers, two for persons who speak Chinese, and one for speakers of Sioux language. A list of these projects and their awards totals are contained in the Appendix.

Public Library Services

The Library Services and Construction Act, Title I, provides for the extension of public library services to areas without these services or with inadequate services in order: to make library services more accessible to persons who, by reason of distance, residence, language, physical handicap or other disadvantage, are unable to receive the benefits of public library services regularly made available to the public; to strengthen metropolitan public libraries which serve as national or regional resource centers; and to improve and strengthen State library administrative agencies.

The Education Amendments of 1974 added new provisions to the Library Services and Construction Act to give greater attention to meeting the library needs of persons of limited English-speaking ability. State library plans are to provide assurances that priority be given to projects serving areas with high concentrations of people with limited English-speaking ability (as well as high concentrations of low-income families).

The Library Services and Construction Act, Title I, allots funds to States by grants on a formula matching basis. Each State receives a base grant of $200,000 with the remaining appropriation distributed to each State via its portion of the total population of all the States. The Federal share of the program costs ranges from 33 percent to 66 percent, except for the Trust Territories which are 100 percent federally funded. States match the Federal share in proportion to their per capita income and maintain the level of expenditure of the second preceding fiscal year.

The Library Services and Construction Act Amendments of 1977 (P.L. 95-123) have changed the allocation formula for Title I for appropriations in excess of $60 million dollars so that urban resource libraries can receive additional support. When the total appropriations are in excess of $60 million then 50 percent of the amount in excess of $60 million must be reserved from the Title I allotments to the States for grants to major urban resource libraries. These grants are to be used to improve the capability of public libraries in densely populated areas.

Some examples of Title I services which address the bilingual and bicultural needs of persons of limited English-speaking ability are as follows:

-- assessment of bilingual and bicultural library needs;

-- library preschool programs for Spanish-speaking children to help them prepare for entry into formalized education by fostering the development of language skills, perception skills, reading and listening;

-- concurrent parent classes to help parents create the proper home environment for learning;

-- programs which include story hours in different languages, media mobiles with bilingual staff and materials and bilingual telephone story-telling;

-- coordination projects with adult basic education by supplying bilingual materials in public libraries that would help the newly literate adults be able to develop reading skills;

-- twenty-four hour information and referral services operated by bilingual staff to connect persons of limited English-speaking ability with local community agencies which provide services;

-- books-by-mail services to reach those persons who live in rurally isolated areas by supplying bilingual book selections;

-- bilingual programs and large-print programs for the elderly who would otherwise be unable to participate in library services;

-- minority recruitment and training programs providing scholarships to attend graduate library schools;

-- training in the selection of books in other languages;

-- library services to residents in State supported institutions including recording programs for the blind and visually handicapped;

-- bookmobile services for migrant families, Indians on reservations, rural residents, patients, and inmates, with bilingual personnel providing the services;

-- separate libraries established for other than English-speaking persons;

-- library cultural centers where persons can learn about their cultural heritage; and

-- library sponsored bilingual centers which are multi-service centers which run programs in language skills and cultural appreciation.

The U.S. Office of Education, Office of Libraries and Learning Resources, requested that States receiving Library Services and Construction Act, Title I, funds report the amount of money spent on library services which directly serve persons of limited English-speaking ability. According to the Office of Libraries and Learning Resources, there was $3,750,000 spent on programs specifically designed for the limited English-speaking in FY 1976. This level is estimated to have remained the same for FY 1977. The Office was not able to provide individual spending levels for each State and the total number of persons of limited English-speaking ability who participated in these programs for these fiscal years.

Right to Read -- National Reading Improvement Programs

The purpose of the national reading improvement programs is to provide service and resources and to stimulate educational institutions, governmental agencies and private organizations to improve and expand their activities related to reading.

Reading improvement programs authorized by the Education Amendments of 1974, P.L. 93-380, Title VII include six discretionary grant programs and one State entitlement program, all of which may include a bilingual component in their program operations. The discretionary programs are:

1) Reading Improvement Projects -- authorizes the Commissioner of Education to enter into agreements with State and/or local educational agencies, nonprofit private schools, public and private nonprofit agencies and other cultural and education resources of the community to implement projects involving the use of innovative methods, systems, materials and programs to strengthen pre-elementary school programs and programs in elementary schools having large number of high percentages of children with reading deficiencies. The use of biligual education methods and techniques, to the extent consistent with the number of elementary school-age children in the area served by a reading program, who are of limited English-speaking ability, is also provided for under this program.

No State can receive more than 12 1/2 percent of the total funds appropriated for the reading improvement projects. Authorizations for the program are given in conjunction with the State Reading Improvement programs and are $9 million for FY 1978.

2) Special Emphasis Projects -- authorizes the Commissioner of Education to enter into contracts with local educational agencies to carry out projects to determine the effectiveness of intensive reading instruction on elementary school children by reading specialists and reading teachers compared to regular classroom teachers with no specialized training in reading instruction.

Authorizations for this program are $25 million.

3) Reading Academies -- authorizes the Commissioner of Education to make grants to and contracts with State and local educational agencies, institutions of higher education, community organizations and other nonprofit organizations to provide for national reading improvement needs of in-school as well as out-of-school youths and adults not normally served by traditional local reading programs. This involves the utilization of institutions and community-based groups not ordinarily used as sponsoring agencies to provide reading instruction.

Authorizations for FY 1978 are $10 million.

4) State Leadership and Training -- authorizes the Commissioner of Education to enter into agreements with State educational agencies for the purpose of carrying out leadership and training activities designed to prepare personnel throughout the State to conduct projects which have been demonstrated to be effective in overcoming reading deficiencies. These activities are limited to: assessments of need, including personnel needs relating to reading problems in the State; inservice training for local reading program administrators and instructional personnel; and technical assistance and dissemination of information to local educational agencies and other appropriate nonprofit organizations and agencies.

Authorizations are set at $6.4 million for FY 1978.

5) National Impact Activities -- authorizes the Commissioner of Education to carry out either directly or through grants or contracts innovation and development projects and activities of national significance which

show promise of impacting significantly on the reading deficiencies of the Nation and to disseminate information related to these programs.

Authorizations are $800,000 for FY 1978.

6) Inexpensive Book Distribution Program -- requires the Commissioner of Education to issue a contract to a private nonprofit group or public agency to provide an inexpensive book distribution program. Books are to be distributed as gifts, on loan, or at a nominal cost to provide incentives and opportunities for students to read. This program is used as a mechanism for supplying the Reading is Fundamental (RIF) program.

Authorizations are $9 million.

The entitlement program authorized under the National Reading Improvement Program is the State Reading Improvement Programs. This program is designed to provide financial assistance to States for the development of comprehensive programs to improve reading proficiency and reading instruction in the elementary schools; to provide State leadership in planning, improving, execution and evaluation of reading programs in the elementary schools and training of special reading personnel and specialists needed in reading improvement programs.

One percent of the total appropriation for this program is reserved for programs in the outlying territories and the remainder is distributed to each State based on the State's portion of the population 5-12 years of age. No State can receive less than $50,000. Sixty percent of each State's allotment must be passed through to the local educational agencies.

According to the Right to Read Office in the U.S. Office of Education, approximately 5 percent-10 percent of the total FY 1978 appropriation of $8.1 million for the reading improvement awards benefit persons with limited English-speaking ability.

Under the Inexpensive Book Distribution Program, Reading is Fundamental (RIF), the Right to Read Office estimates that 132,000 Spanish-speaking children benefited from the Federal contribution in FY 1978.

For FY 1975 the Right to Read staff carried out a program search which would identify programs and participants as limited English-speaking or bilingual. They were able to identify 24 community-based and reading academy[1/] projects with bilingual education components, in addition to an adult television reading series project and a parent education project. The community-based projects with a bilingual component received $70,000 in FY 1975, reading academy projects with a bilingual component received $400,000 in FY 1975. The adult television reading series and the parent education project were funded for a two year period at an estimated $881,000.

For the other Right to Read program components, the actual number of limited English-speaking students who receive services under these programs and the amount spent specifically for the limited English-speaking is not available.

1/ Reading academies provide reading instruction and assistance otherwise unavailable to youths and adults through school or community-based projects.

Special Programs for Students from Disadvantaged Backgrounds

The Special Programs for Students from Disadvantaged Backgrounds are authorized by Title IV, Part A, Subpart 4 of the Higher Education Act of 1965, as amended. The specific programs authorized by the Act are Talent Search, Upward Bound, Educational Opportunity Centers and Special Services for Disadvantaged Students. These four programs have as their common goal, the identification and delivery of support services to disadvantaged students. The services are to help the students initiate, continue and/or resume postsecondary education. P.L. 93-380, Education Amendments of 1974, amends the special services program to include limited English-speaking ability as eligible program participants.

From FY 1972 through FY 1978 the funding levels for these programs have basically remained the same. The following table provides estimated program data for FY 1977 and FY 1978.

	1977 Estimate	1978 Estimate
Talent Search		
Federal dollars	$ 6,000,000	$ 6,000,000
Number of students	146,400	146,400
(Veterans)	(3,190)	(3,190)
Cost per student	$ 41	$ 41
Number of projects	116	116
Cost per project	$ 51,724	$ 51,724
Upward Bound		
Federal dollars	$38,331,000	$38,331,000
Number of students:		
Regular students	29,000	29,000
(Veterans)	(12,600)	(12,600)
Cost per student:		
Regular students	$ 1,201	$ 1,201
(Veterans)	($ 278)	($ 278)
Number of projects	403	403
Cost per project	$ 95,114	$ 95,114
Special Services for Disadvantaged Students		
Federal dollars	$23,000,000	$23,000,000
Number of students	100,000	100,000
(Veterans)	(7,011)	(7,011)
Cost per student	$ 230	$ 230
Number of projects	327	327
Cost per project	$ 70,336	$ 70,336
Educational Opportunity Centers		
Federal dollars	$ 3,000,000	$ 3,000,000
Number of students	67,000	67,000
(Veterans)	(2,544)	(2,544)
Cost per student	$ 45	$ 45
Number of projects	12	12
Cost per project	$ 250,000	$ 250,000
Total		
Students	355,000	355,000
Projects	858	858

Source: Hearings before a Subcommittee of the Committee on Appropriations. House of Representatives. Department of Labor and Health, Education and Welfare for FY 1978. Part 5 -- Department of Health, Education and Welfare: Education. p. 480.

Projects funded under the Special Services Program are to provide support services such as tutorial, academic, careers and personal counseling and remedial or special classes which would enable disadvantage students to remain in postsecondary school and complete their program of study.

According to the code of the Federal Regulations (45 CFR 157) to be eligible for special services bilingual programs a student of limited English-speaking ability must be:

-- enrolled or accepted for enrollment at an institution which has a Special Services project;

-- a citizen or national of the United States or have a visa which identifies the individual as a person who is in the country for other than a temporary purpose and intends to become a permanent resident; and

-- an individual with academic potential with a need for bilingual education, teaching, guidance and counseling in order to pursue successfully a program for postsecondary education.

If an applicant receives funds to conduct a Special Services project that will exclusively serve, or serve a significant number of, students of limited English-speaking ability, the grantee is to select the particpants on the basis of their difficulty in speaking and understanding instructions in the English language. The regulations require that students of limited English-speaking ability be provided special instruction in the use of the English language, either through the project or the institution's regular program of instruction, to overcome the language limitation in order to pursue their postsecondary education program.

According to the U.S. Office of Education, there are 40 States and the Trust Territories of the Pacific Islands which have limited English-speaking students participating in the special services program. These students total some 4,280 out of the total program participation of 94,609, and are in 141 institutions of higher education. A detailed table which describes the special services projects by State is included in the Appendix.

Strenghtening Developing Institutions Program

The Higher Education Act of 1965, as amended, provides for assistance to developing institutions of higher education, which demonstrate a desire and a potential to make a substantial contribution to higher education resources, but, which for financial and other reasons are "struggling for survival and are isolated from the main currents of academic life." Activities supported under this program may include efforts to improve the quality of curricula, faculty, student services, administration, and other areas of institutional operations.

Eligible institutions must meet the requirements of the Office of Education for participation in programs supporting institutions for a five year period preceding the awarding of the grant. In the legislative amendments of 1972, P.L. 92-318, and 1974, P.L. 93-380, Congress expressed its concern for the special needs of Indian and Spanish-speaking people by authorizing the Commissionesr of Education to waive these requirements for institutions which make higher education more accessible to Indians and to waive three years of the requirements for institutions when this would result in substantially increasing educational opportunity for Spanish-speaking people.

The program provides assistance to eligible applicant institutions in the form of "advanced" institutional grants and "basic" institutional grants. Advanced grants are multiyear awards, extending up to five years, for the development of comprehensive planning, management and evaluation capabilities; for undertaking special purpose programs and innovative projects; and for activities directed toward the attainment of financial self-sufficiency. The basic grants provide assistance in general areas of institutional operations among applicants whose pace of development is necessarily modest. According to the Office of Education, basic grants in the amount of $52 million were made in FY 1977 to 203 institutions. Among these, 31 grants were awarded to institutions serving substantial numbers of Spanish-speaking and 32 grants were awarded to institutions with large native American Indian enrollments. This amounted to $4,680,000 for institutions with a high portion of Spanish-speaking and $4,160,000 for the institutions with a high portion of American Indians. The amount directed specifically to bilingual education varies considerably from institution to institution ranging from support services of counseling and tutoring to employment of bilingual instructors or the develoepent of bilingual teacher education.

The following are some examples of the funded activities under the basic program grants:

-- additional bilingual instructors and counselors;

-- teacher training programs, developing new minors in bilingual education;

-- bilingual tutoring services; and

- recruitment development for persons with limited English-speaking ability.

The advanced institutional development program has awarded some $58 million to 26 institutions. Two of these institutions have substantial numbers of Spanish-speaking students and one has a substantial portion of native American Indian students. The total Federal funds under the advanced grant program for institutions with a high portion of Spanish-speaking in 1977 was $3.6 million, this was 6.2 percent of the total grants for the advanced program. The institution with a high portion of native Americans received .4 percent of the total advanced programs grants for 1977 for a total of $200,000.

The following are some examples of the funded activities under the advanced program grants:

- revising and strengthening curricula, developing bilingual materials for learning resource centers and providing intensive courses in English for students whose dominant language is other than English;
- establishing of language and linguistic research centers which study the language and learning problems of Spanish-speaking persons;
- diagnostic testing, instructional and skills development programs and special counseling for limited English-speaking students about to begin their postsecondary education program;
- improving faculty advising procedures for students with limited English speaking ability; and
- supporting career awareness centers and expanded placement offices for those students with limited English-speaking ability.

Adult Education

The Adult Education Act, P.L. 91-230, as amended authorizes the Commissioner of Education to make grants to States to support programs that would help eliminate functional illiteracy among adults 16 years of age and older. The grants are made to States on a formula based on the number of adults within the States who lack high school equivalency and who are not enrolled in school. The Education Amendments of 1974, P.L. 93-380, amended the State grant provisions of the Adult Education Act to provide for bilingual adult education programs to be carried out in coordination with bilingual education programs assisted under Title VII of the Elementary and Secondary Education Act and the Vocational Education Act.

Under an amendment to the Adult Education Act passed in 1976, no less than 10 percent of a State's grant must be used for special experimental projects including: developing innovative methods of teaching persons of limited English-speaking ability; furthering programs of national significance; increasing participation of community schools; or supporting training programs for adult education personnel.

The regulations for the adult education State grants (45 CFR 166.12(e)) require the States to include in their annual plan a statement which describes the policies, procedures and criteria to be followed by the State agency in approving adult bilingual programs, in identifying persons of limited English-speaking ability and in the methods used to determine the services needed by these persons.

The Appendix contains a table which shows the estimated enrollment in adult basic education programs by State for persons of limited English-speaking ability for FY 1976.

The following table shows the total enrollment in adult education programs by age, sex and year of school completed and the expenditures of the programs, for all persons participating in the program.

	School Year 1976-77	School Year 1977-78	School Year 1978-79
Estimated Participation	1,037,000	1,166,000	1,166,000
By Age			
16-24	342,210	384,780	384,780
25-34	228,140	256,520	256,520
35-44	155,550	174,900	174,900
45-54	165,920	186,560	186,560
55-64	103,700	116,600	116,600
65 & Over	41,480	46,640	46,640
By Sex			
Male	445,910	501,380	501,380
Female	591,090	664,620	664,620
Completed 8th Grade	85,034	95,612	95,612
Completed General Education Development (GED)	77,775	87,450	87,450
Average Federal Cost Per Student	$62	$62	$62
Special Projects and Teacher Training	$7,150,000	$8,050,000	$8,050,000
	FY 1976	FY 1977	FY 1978 estimate
Total Appropriation	$71,500,000	$80,500,000	$80,500,000

Source: Hearings before a Subcommittee of the Committee on Appropriations. House of Representatives. Department of Labor and Health, Education and Welfare for FY 1978. Part 5 -- Department of Health, Education and Welfare: Education. p. 354.

Another program is authorized under the Adult Education Act, as amended by P.L. 93-29, which provides for educational programs for elderly persons whose ability to read and write English is limited and who live in areas with a culture different from their own. Thus far, this program has not received any Federal funding.

Migrant Education

The Elementary and Secondary Education Act, Title I, contains special provisions for children of migrant workers. It authorizes the Commissioner of Education to make grants to State educational agencies based on the full-time equivalency of the number of migratory children residing in the State. The number of children is multiplied by 40 percent of the State average per pupil expenditure (but not less than 80 percent nor more than 120 percent of the national per pupil expenditure). Each State is to receive at least the same amount as it did in the previous fiscal year.

Among the objectives of the program is one specific to children with limited English-speaking ability. Existing programs are to expand to include non-English speaking and migrant children with limited English-speaking abilities by more accurately assessing oral language skills and development by pretest and posttest achievement in the English and Spanish language arts; and prescribing bilingual approaches to meet the needs of the various migrant populations.

Funds allocated for this program in FY 1978 were $145,750,940 serving approximately 296,000 migrant children. The allotments for FY 1979 are $173,548,829 to serve approximately 323,000 migrant children.

According to the Office of Education it is difficult to determine the exact number of migrant children who are limited English-speaking. However, in 1975 the National Advisory Council on the Education of Disadvantaged Children reported that an estimated 60 percent of migrant workers moving within and across States were non-English-speaking and that 70 percent were of Mexican-American extraction. According to the report many of these children use English only as a second language.

The methods by which States address the needs of migrant children may not be bilingual in the same meaning of the word as used in Title VII of the Elementary and Secondary Education Act — Bilingual Education (see p. 5 for definition). There does seem to exist a wide range of instructional and support services under the migrant program which do consider the language development needs of the limited English or non-English-speaking migrant children. One example of an individual State's effort in the area of bilingual instruction under the migrant program is California's Master Plan. A select summary of the plan's objectives which are specific to bilingual needs of the migrant are:

-- the plan defines the need of migrant children to communicate stating that many migrant families are Spanish-speaking and children of these families need to communicate in Spanish while learning English, skill subjects and social skills;

-- selected goals of the California plan include: the development of skills in reading, writing, and listening in English and in the child's dominant language; provision for bilingual/bilcultural instruction aides and tutors for individualized instruction of migrant children; and the provision of bilingual/bicultural teachers for migrant funded teaching positions;

-- the plan also calls for optimizing the opportunities for parents and communities to become involved in the program by making provisions for bilingual communication between program staff and administrators and the parents. (It calls for all printed material sent to migrant farm families to be in Spanish and English and that all meetings involving farm families be conducted in Spanish and English for the benefit of any non-English-speaking parent. The plan authorizes the employment of translators and interpretors for these purposes.)

In addition, the California Plan establishes within the State Department of Education a Bureau of Migrant Education. One of the functions of this bureau is to implement affirmative action employment policies through a special program called the Mini-Corps. The basic aim of this program is to provide a corps of bilingual/bicultural teachers who are highly skilled in teaching children of limited English-speaking ability.

Follow Through

Follow Through is an experimental program first authorized under the Economic Opportunity Amendments of 1967 and later included in the Headstart, Economic Opportunity and Community Partnership Act of 1974, P.L. 93-644. The program was designed to assist in the overall development of children from low-income families enrolled in kindergarten through third grade. The purposes of the program include: design and testing of instructional models of innovative educational approaches for early school years; comprehensive services and special activities in the areas of physical and mental health, social services, nutrition and other areas which supplement basic services already available within the school system; sponsorship of programs which foster parental involvement; and documentation and dissemination of educational models which are found to be effective in assimilating these children into the school system.

According to the U.S. Office of Education, Office of Follow Through, there are some 20 different educational models which have been developed and are being tested across the country. Each model is designed and monitored under a grant to a sponsoring agency or group, such as a university or an educational research laboratory, and is implemented locally by means of a grant to local educational agencies. The Federal share for these activities is set at 80 percent. In FY 1977 there were 161 projects. Several of the Follow Through models are designed for children of limited English-speaking ability and two are explicitly bilingual in character — the model developed by the University of California at Santa Cruz and the one developed by the Southwest Educational Development Laboratory, SEDL.

The University of California model is designed to identify cultural variation in learning skills and then to develop the appropriate teaching strategies and curricula materials to compensate for this variation. This model is implemented at one location, Cucamonga, California. Two hundred children were involved in this project in FY 1977, 75 percent were children of Mexican-American descent. The school district received a grant of $165,347 in FY 1977.

The SEDL Follow Through model uses an oral approach to the development of language, reading, and writing skills. Emphasis is also placed upon understanding the various cultures represented in the classroom and in the community. The SEDL approach was followed in two urban and three rural communities in FY 1977. These are described below:

Southwest Educational Development Laboratory, Follow Through Sites 1977

School District	Form of Model	Language	Limited English-Speaking Group	No. of Children	1977 Grant
Los Angeles, California	Bilingual	Spanish	Mexican-American	1,400: 97% Mexican-American	$637,000
Tulare, California	Bilingual	Spanish	Mexican-American	987: 75% Mexican-American	609,966
Philadelphia, Pennsylvania	Bilingual	Spanish	Puerto Rican	920: 65% Puerto Rican	192,880
San Diego, Texas	Bilingual	Spanish	Mexican-American	375: 98% Mexican-American	206,235
St. Martin's Parish, Louisiana	English-as-Second Language	Cajun	Cajun	532	320,701

Two additional Follow Through projects which include bilingual components are: 1) Van Buren, Maine, which features an open education instructional model for 227 Acadian-French children; in FY 1977 the project received $158,157; and 2) Corpus Christi, Texas, a bilingual Spanish/English educational model for 500 Mexican-Americans. The project received $278,500 in FY 1977.

Indian Education

Under the Indian Education Act, Title IV of the Education Amendments of 1972, P.L. 92-318, as amended by P.L. 93-380, bilingual education project grants are authorized under Part B, Special Programs and Projects to Improve Educational Opportunities for Indian Children. This program authorizes the Commissioner of Education to make grants to and enter into contract with institutions of higher education, Indian organizations, Indian tribes, State and local educational agencies, and federally supported elementary and secondary schools for special projects to:

-- support planning, pilot and demonstration projects which are designed to include strong evaluation components so that successful practices can be identified and disseminated on a national basis;

-- support exemplary and innovative educational programs and centers which involve the use of new techniques and methods in education;

-- disseminate information and provide technical assistance to projects addressing the educational needs of Indian children;

-- provide educational personnel training designed to increase the numbers and quality of Indian education personnel;

-- support fellowships for graduate and professional training in the fields of business, engineering, forestry, law, medicine and other related areas;

-- develop models and practices in public schools and in Bureau of Indian Affairs schools for the education of American Indian children; and

-- document, package, and disseminate these models and practices and provide the technial assistance necessary to establish them in a wide range of school systems.

According to the Office of Indian Education within the U.S. Office of Education there were ten Part B, special projects for bilingual/bicultural education ongoing in 1977. These projects were located in Arizona, California, Montana, New Mexico, Washington and Wisconsin. The project grants ranged from $48,465 to $370,000. A complete listing of the projects is contained in the Appendix.

STATISTICS ON PERSONS OF LIMITED ENGLISH SPEAKING ABILITY

Number of Limited English-Speaking Persons

Currently there is no actual count of the number of persons in the United States that are of limited English-speaking ability and thus no valid estimates of the need for bilingual education programs. However, data do exist which can be used to provide an estimate of the number of persons who may have difficulty speaking and understanding English and their status in the educational system. One source of data is the nationwide Survey of Income and Education (SIE) conducted in the Spring of 1976 by the Bureau of Census. Another are data derived from the Survey of Languages, a pilot study of the non-English language background population aged four and over sponsored by the National Center for Education Statistics as part of the July 1975 Current Population Survey of the Bureau of the Census. The Survey of Languages was conducted in partial response to a congressional mandate (P.L. 93-380 Section 731(c), Education Amendments of 1974) designed to: assess the educational needs, survey the number of, and estimate the cost of educating children of limited English-speaking ability.

According to the National Center for Education Statistics, a report is in the final preparation stage, (due for publication sometime in February 1979), which will provide an estimate of the number of persons with limited English-speaking ability.

The following educational statistics are taken from both the SIE and the Survey of Languages and describe select characteristics persons of limited English-speaking ability.

According to the Survey of Languages, there are close to 15 million persons who may be limited English-speaking; 3.6 million of which are school age. The tables below present the estimates of numbers of persons aged four and over who may be limited English-speaking. There was no category which specified limited English-speaking thus the number of such persons is inferential derived from several language background and place of birth specification data.

Some State-by-State data is also available regarding the household language of 4-18 year olds. This was derived from the SIE survey and again represents an estimate. Children in non-English speaking households account for more than 10 percent of the elementary school-age population in 12 States. In three southwestern States (Texas, New Mexico and Arizona), more than one-fourth of the children reside in households where a language other than English (usually Spanish) is spoken.

Alternative estimates of the numbers of persons aged four and older in the United States in July 1975 who meet the language background and place of birth specifications for potential need for bilingual education

Estimate # 1

Persons in households where languages other than English are spoken	25,344,000
Foreign-born persons in households in which English is the only language spoken	3,311,000 [1]
Total	28,655,000

Estimate # 2

Persons in households where a language other than English is the usual language	7,746,000
Other persons whose usual language is not English	914,000
Foreign-born persons not included in the above	6,424,000
Other persons meeting one or more of the above specifications	113,000
Total	15,197,000

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[1] This figure includes such persons as: young children who are foreign born and adopted by English-speaking parents who do not speak the native tongue of the child; elderly persons who never learned English and currently living in homes where only English is spoken; and persons separated from their original home and mother tongue and living in a household where only English is spoken.

Source: Language and Demographic Characteristics of the U.S. Population with Potential Need for Bilingual and Other Special Educational Programs, July 1975. National Center for Education Statistics. Dorothy Waggoner author. 48 p.

Estimated numbers of persons aged four and older whose usual household language or whose usual individual language is not English, and foreign-born persons not included in these groups, by language background and age group: United States, July 1975
(numbers in thousands)

			by selected aged group					
Language background	Total	4-5	Total 6-18	6-13	14-18	19-25	26-50	51 and over
Total persons	15,197	481	3,118	2,003	1,114	1,540	5,145	4,912
Selected European languages								
French	624	*	94	*	*	70	192	263
German	760	*	85	57	*	53	269	342
Greek	248	*	*	*	*	*	93	88
Italian	993	*	126	86	*	56	257	541
Portuguese	188	*	*	*	*	*	78	50
Spanish	5,851	301	1,834	1,249	586	706	2,092	916
Selected Asian languages								
Chinese	411	*	70	*	*	62	161	101
Filipino	292	*	87	56	*	*	120	61
Japanese	216	*	*	*	*	*	103	64
Korean	179	*	*	*	*	*	78	*
Other languages	2,076	*	222	139	82	180	702	931
Foreign-born persons and others whose language background was not determined	3,359	50	437	220	216	338	1,002	1,533

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* Less than an estimated 50,000 persons.

NOTE: -- Detail may not add to total shown because of rounding.

Source: Language and Demographis Characteristics of the U.S. Population with Potential Need for Bilingual and Other Special Educational Programs, July 1975. National Center for Education Statistics. Dorothy Waggoner, author. 48 p.

Household languages of 4-to-18 year olds, by State, Spring 1976

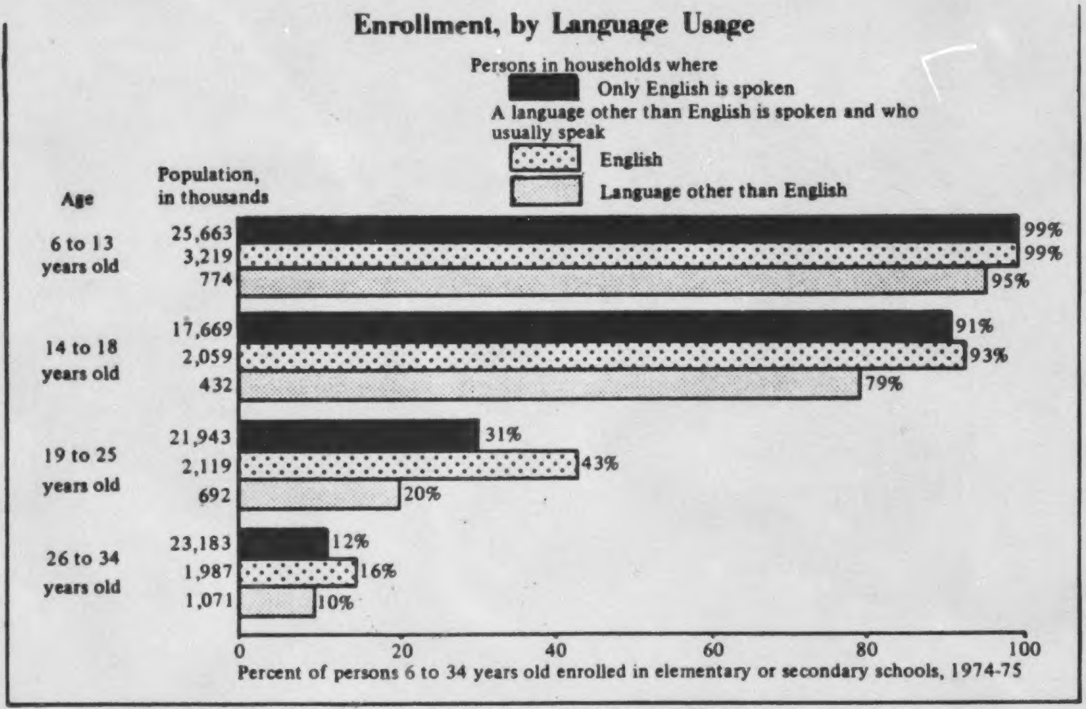
State or other area	Percentage distribution of 4- to 13-year-olds					Percentage distribution of 14- to 18-year-olds				
	Total	English	Other than English		Not reported	Total	English	Other than English		Not reported
			Spanish	Other				Spanish	Other	
United States	100.0	89.2	6.5	3.9	0.4	100.0	90.4	5.4	3.7	0.5
Northeast										
Connecticut	100.0	88.5	3.7	7.3	0.5	100.0	89.4	2.6	7.7	0.3
Delaware	100.0	95.6	2.5	1.9	0.0	100.0	95.7	1.4	2.5	0.4
District of Columbia	100.0	94.2	0.9	4.5	0.4	100.0	95.3	0.9	2.8	1.0
Maine	100.0	92.3	0.6	6.4	0.7	100.0	89.1	0.3	9.4	1.2
Maryland	100.0	95.1	1.0	3.8	0.1	100.0	95.6	0.3	4.0	0.1
Massachusetts	100.0	91.5	2.2	6.0	0.3	100.0	91.5	1.5	6.7	0.3
New Hampshire	100.0	92.0	0.3	7.2	0.5	100.0	91.3	0.2	8.2	0.3
New Jersey	100.0	86.9	7.2	5.7	0.2	100.0	91.7	4.1	4.2	0.0
New York	100.0	78.8	11.9	8.5	0.8	100.0	83.1	8.0	7.9	1.0
Pennsylvania	100.0	93.7	1.9	4.0	0.4	100.0	95.2	1.0	3.0	0.8
Rhode Island	100.0	92.0	1.0	6.6	0.4	100.0	86.4	0.7	12.2	0.7
Vermont	100.0	94.7	0.2	4.7	0.4	100.0	92.4	0.1	6.8	0.7
Southeast										
Alabama	100.0	97.7	0.4	0.7	1.2	100.0	98.9	0.0	0.7	0.4
Arkansas	100.0	97.9	0.7	0.2	1.2	100.0	98.3	0.8	0.9	0.0
Florida	100.0	89.3	9.5	1.1	0.1	100.0	89.5	9.1	1.4	0.0
Georgia	100.0	97.5	0.1	2.0	0.4	100.0	97.4	1.5	0.9	0.2
Kentucky	100.0	98.9	0.0	1.0	0.1	100.0	99.6	0.0	0.0	0.4
Louisiana	100.0	88.8	1.2	9.8	0.2	100.0	82.7	1.0	15.2	1.1
Mississippi	100.0	99.8	0.0	0.2	0.0	100.0	98.7	0.4	0.9	0.0
North Carolina	100.0	98.4	0.0	1.5	0.1	100.0	98.3	0.6	0.9	0.2
South Carolina	100.0	98.5	0.2	0.8	0.5	100.0	99.2	0.0	0.6	0.2
Tennessee	100.0	98.6	0.0	1.1	0.3	100.0	99.0	0.0	0.2	0.8
Virginia	100.0	96.4	1.3	2.1	0.2	100.0	96.9	1.5	1.4	0.2
West Virginia	100.0	98.7	0.2	0.9	0.2	100.0	99.6	0.0	0.2	0.2
Central										
Illinois	100.0	91.4	4.1	4.1	0.4	100.0	91.4	3.9	4.2	0.5
Indiana	100.0	94.9	1.9	2.4	0.8	100.0	96.8	1.2	1.6	0.4
Iowa	100.0	96.8	0.9	1.7	0.6	100.0	98.2	0.5	1.2	0.1
Kansas	100.0	95.7	1.2	2.8	0.3	100.0	95.2	1.6	2.7	0.5
Michigan	100.0	95.7	1.1	3.0	0.2	100.0	95.6	1.1	2.9	0.4
Minnesota	100.0	97.0	0.6	2.2	0.2	100.0	97.0	0.4	1.8	0.8
Missouri	100.0	97.9	0.2	1.4	0.5	100.0	96.7	0.0	2.7	0.6
Nebraska	100.0	96.4	2.3	1.2	0.1	100.0	94.7	2.0	2.6	0.7
North Dakota	100.0	96.1	0.3	3.4	0.2	100.0	95.5	0.1	4.0	0.4
Ohio	100.0	96.0	1.0	2.8	0.2	100.0	95.5	0.5	3.4	0.6
South Dakota	100.0	97.0	0.0	2.7	0.3	100.0	96.4	0.0	3.0	0.6
Wisconsin	100.0	97.3	0.5	1.5	0.7	100.0	97.3	1.2	1.3	0.2
West										
Alaska	100.0	85.7	1.3	12.6	0.4	100.0	84.0	0.6	14.6	0.8
Arizona	100.0	71.1	21.6	7.0	0.3	100.0	72.2	18.5	9.0	0.3
California	100.0	75.5	18.1	6.1	0.3	100.0	78.5	16.4	4.9	0.2
Colorado	100.0	86.7	10.3	3.0	0.0	100.0	87.7	9.1	3.2	0.0
Hawaii	100.0	75.3	1.0	23.4	0.3	100.0	73.9	0.0	25.9	0.2
Idaho	100.0	93.3	4.4	2.0	0.3	100.0	93.4	4.1	1.6	0.9
Montana	100.0	94.8	0.3	4.1	0.8	100.0	94.9	0.8	3.7	0.6
Nevada	100.0	90.6	5.9	3.1	0.4	100.0	90.6	4.1	4.6	0.7
New Mexico	100.0	51.1	30.8	16.7	1.4	100.0	51.5	38.6	8.9	1.0
Oklahoma	100.0	94.1	1.7	3.7	0.5	100.0	94.2	0.5	4.9	0.4
Oregon	100.0	95.2	1.7	3.0	0.1	100.0	95.9	1.5	2.2	0.4
Texas	100.0	69.1	28.2	2.1	0.6	100.0	73.4	24.0	2.3	0.3
Utah	100.0	94.7	2.4	2.7	0.2	100.0	93.6	3.5	2.5	0.4
Washington	100.0	94.4	2.3	2.6	0.7	100.0	94.7	2.6	2.1	0.6
Wyoming	100.0	93.6	3.1	2.8	0.5	100.0	93.2	3.8	2.4	0.6

SOURCE: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, Survey of Income and Education, unpublished data.

Source of Table: National Center for Education Statistics, 1978. The Condition of Education, p. 36

Enrollments of Persons with Limited English-Speaking Ability

According to the National Center for Education Statistics, persons who usually speak a language other than English do not participate in the educational system to the same extent as those who speak English.

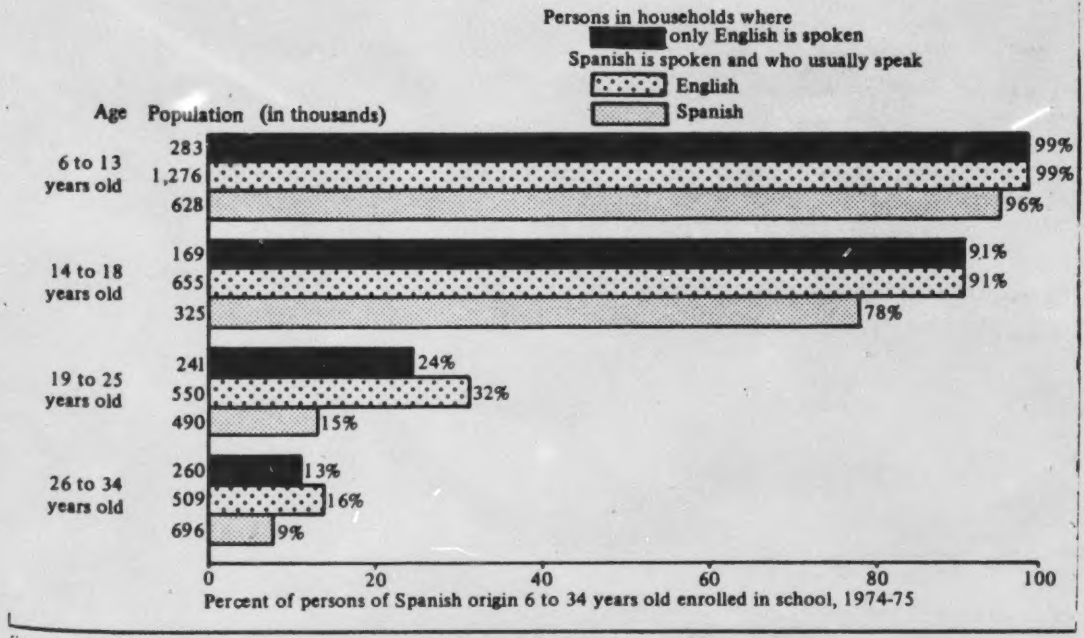


Source of Data: National Center for Education Statistics, July 1975 Survey of Languages

Source of Table: National Center for Education Statistics, 1977. The Condition of Education, p. 94.

One out of twenty Americans is of Spanish origin or descent and more than 80 percent of that Spanish population live in households where Spanish is spoken as the usual or second household language and about 40 percent speak Spanish as their own usual individual language. Since Spanish is the language background of about 50 percent of the school-age population with non-English backgrounds, descriptions of ethnic and language single out that numerically dominant Spanish origin population. Participation in the educational system for persons of Spanish origin is also related to language usage. Those who usually speak Spanish have lower participation rates in each age group than those who speak English.

Enrollment of Persons of Spanish Origin, by Language Usage

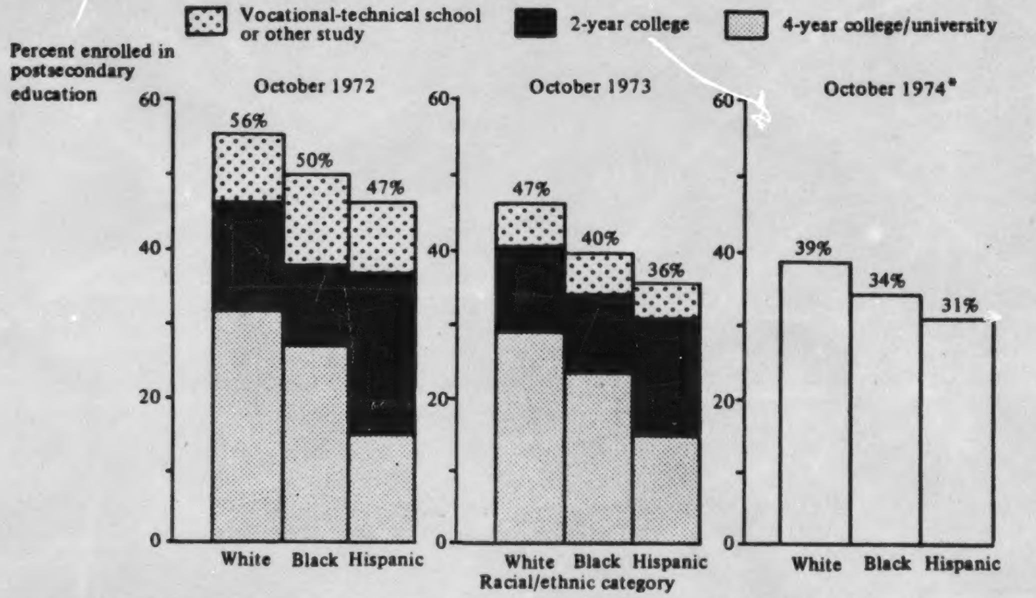


Source of Data: National Center for Education Statistics, July 1975 Survey of Languages

Source of Table: National Center for Education Statistics, 1977. The Condition of Education, p. 95.

Persons of Hispanic origin from the high school class of 1972 were less likely than either Whites or Blacks to be enrolled in postsecondary education even though the Hispanics were more likely to attend two-year colleges.

Enrollment Status of the High School Class of 1972 by Race or Ethnic Origin



*Data on type of institutions unavailable.

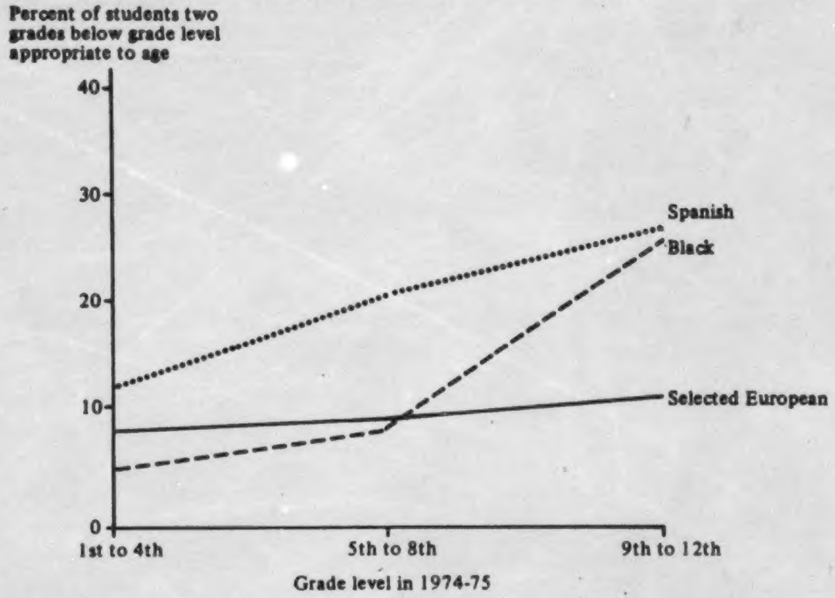
Source of Data: National Center for Education Statistics

Source of Table: National Center for Education Statistics, 1977. The Condition of Education, p. 99.

Grade Level of Persons with Limited English-Speaking Ability

More students of Spanish origin than from other ethnic origins are behind in school at every grade level. Black students are more likely than Whites to fall behind in high school.

Students Two Grades Below Modal Grade, by Ethnic Origin

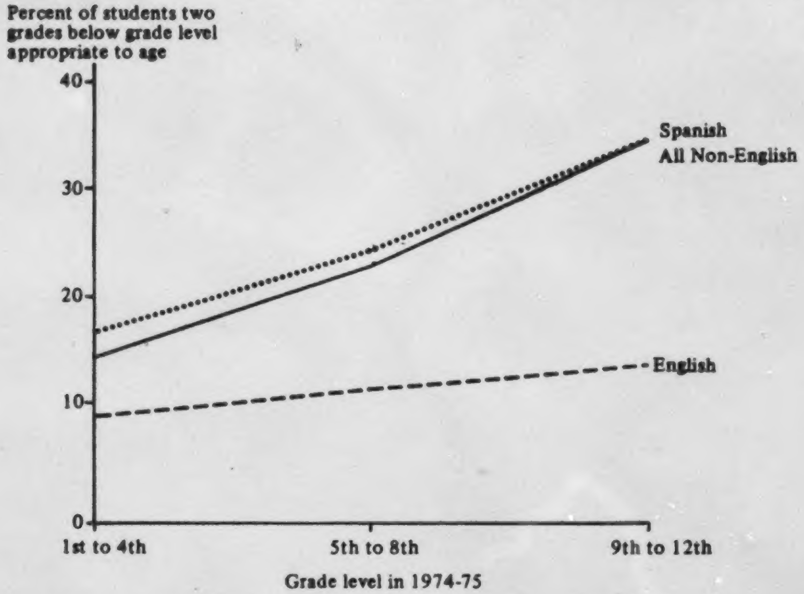


Source of Data: National Center for Education Statistics, July 1975 Survey of Languages

Source of Table: National Center for Education Statistics, 1977. The Condition of Education, p. 96.

Students who live in households where a language other than English is usually spoken are behind the grade level expected for their age more frequently than are students living in households where English is usually spoken.

Students Two Grades Below Modal Grade, by Household Language



Source of Data: National Center for Education Statistics, July 1975 Survey of Languages

Source of Table: National Center for Education Statistics, 1977. The Condition of Education, p. 97.

According to the National Center for Education Statistics, language minority persons have been found to have an educational disadvantage with regard to dropout rates. An analysis of the Survey of Income and Education (SIE) in 1976 resulted in the following findings:

-- persons with language-minority backgrounds enrolled in grades 5-12 and who usually speak their native language, were more than three times as likely to be two or more grades below the grade levels expected for their age as those with English language backgrounds;

-- persons with Spanish-language backgrounds enrolled in grades 5-12 were about twice as likely to be two or more grades below the grade levels expected for their age group as were those with English language backgrounds;

-- the age-grade attainments of persons with language-minority backgrounds who usually speak English exceeded on the average those of persons who usually speak their native languages.

The percent of those who were two or more grades below expected levels and were enrolled in grades 9-12 (where the differences are the greatest) are: 9 percent for persons with English language backgrounds, 15 percent for persons with language-minority backgrounds who usually speak English and 32 percent for persons with language minority backgrounds who usually speak their native languages.

The following tables were taken from the National Center for Education Statistics, Bulletin 78 B-4, July 26, 1978.

—Percentages of students 2 or more years behind expected age-grade levels by ethnic origin and language characteristics: Spring 1976

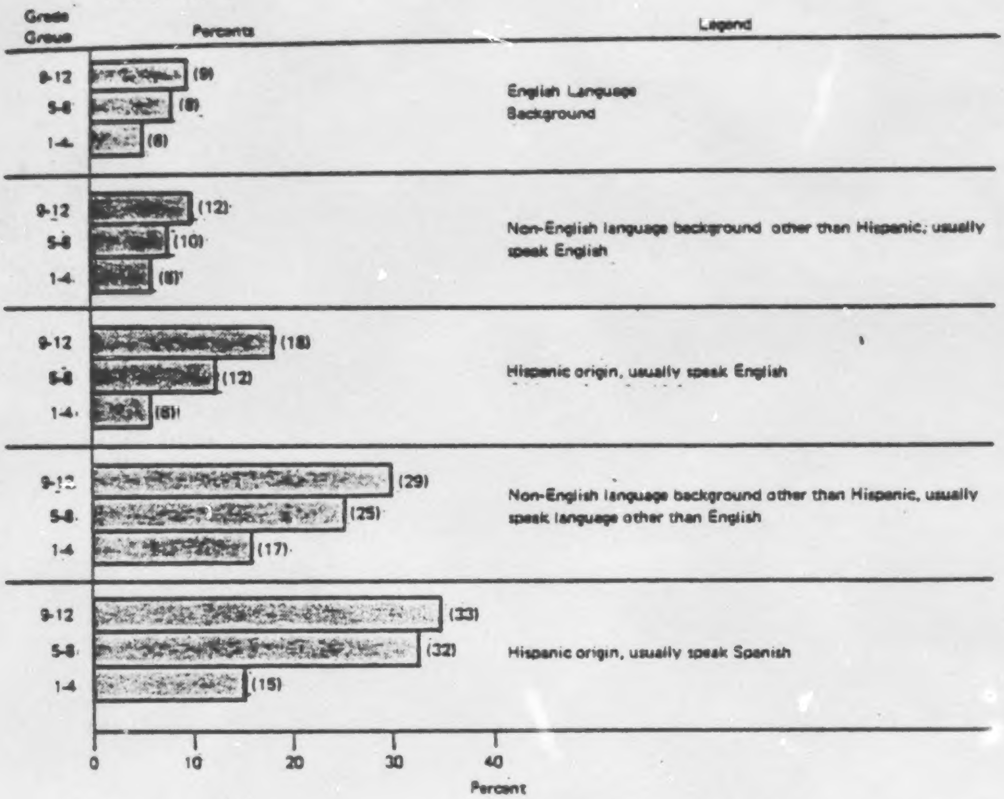
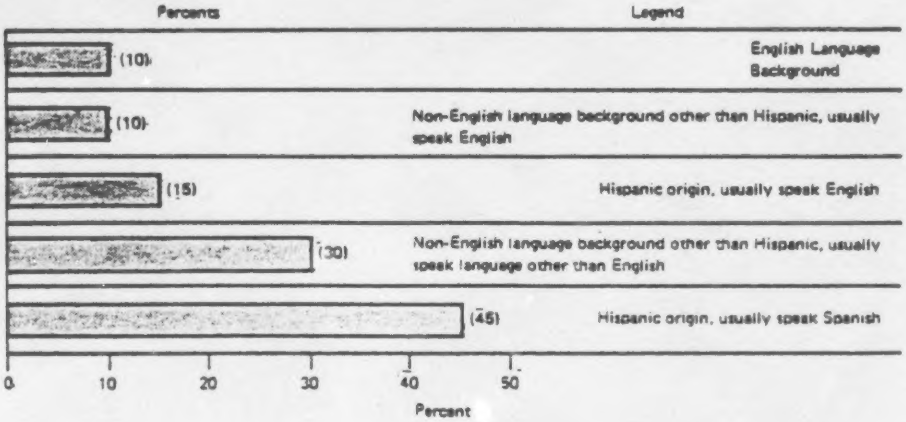


CHART 2.—Percentages of 14-25 year olds who have dropped out of school, by ethnic group and language characteristics: Spring 1976



Source: National Center for Education Statistics: Bulletin 78 B-4. The Educational Disadvantage of Language Minority Persons in the U.S., Spring 1976. p.2.

Numbers and percentages of students age 6 to 20 in grades 1 to 12 who were below expected grade levels 1/, by totals, ethnic origin, and language charateristics: Spring 1976
(numbers in thousands)

Ethnic origin and grade level of students aged 6-20 enrolled in grades 1-12	Total	English language background	Non-English language background			
			Total	Usual individual language		
				English	Non-English	Not Reported
All Groups						
TOTAL	45,216 2/	40,617	4,469	3,073	799	597
Below expected grade	3,713 2/	3,146	555	317	192	46
Percent	(8)	(8)	(12)	(10)	(24)	(8)
In Grades 1-4	13,978	12,431	1,516	1,022	330	164
Below expected grade	809	689	117	58	50	9
Percent	(6)	(6)	(8)	(6)	(15)	(6)
In Grades 5-8	16,028	14,363	1,614	1,113	286	215
Below expected grade	1,417	1,193	220	121	84	15
Percent	(9)	(8)	(14)	(11)	(30)	(7)
In Grades 9-12	15,210	13,823	1,340	939	183	218
Below expected grade	1,487	1,263	217	139	58	21
Percent	(10)	(9)	(16)	(15)	(32)	(10)
Students of Hispanic origin						
TOTAL	3,050	548	2,493	1,748	563	182
Below expected grade	394	36	357	199	138	20
Percent	(13)	(7)	(14)	(11)	(25)	(11)
In Grades 1-4	1,104	225	876	568	246	63
Below expected grade	88	13	75	34	36	4
Percent	(8)	(6)	(9)	(6)	(15)	(7)
In Grades 5-8	1,171	202	965	700	191	74
Below expected grade	158	8	151	81	61	10
Percent	(14)	(4)	(16)	(12)	(32)	(13)
In Grades 9-12	774	122	652	480	126	45
Below expected grade	148	16	132	84	41	6
Percent	(19)	(13)	(20)	(18)	(33)	(14)
Students of other than Hispanic origin						
TOTAL	42,167	40,069	1,976	1,326	236	415
Below expected grade	3,319	3,110	197	118	54	25
Percent	(8)	(8)	(10)	(9)	(23)	(6)
In Grades 1-4	12,874	12,206	639	454	84	101
Below expected grade	721	676	42	23	14	5
Percent	(6)	(6)	(7)	(5)	(17)	(5)
In Grades 5-8	14,856	14,161	649	413	95	141
Below expected grade	1,259	1,186	70	40	24	6
Percent	(8)	(8)	(11)	(10)	(25)	(4)
In Grades 9-12	14,436	13,702	688	459	57	173
Below expected grade	1,339	1,248	85	54	16	15
Percent	(9)	(9)	(12)	(12)	(29)	(9)

1/ Eight years old or older in the first grade, 9 years old or older in the second grade, etc.

2/ Includes an estimated 130,000 students whose language background is unknown. An estimated 8,000 among the 130,000 students are of Hispanic origin and 12,000 are overage for their grade levels.

NOTE: Detail may not add to total shown because of rounding.

SOURCES: Survey of Income and Education conducted by the U.S. Bureau of Census, Spring 1976, preliminary data. The questions on language were developed by the National Center for Education Statistics, which provided partial support for the SIE.

National Center for Education Statistics. Bulletin 78 B-4. The Educational Disadvantage of Language Minority Persons in the U.S., Spring 1976. p. 6.

Dropout Rates of Persons with Limited English-Speaking Ability

According to the National Center for Educational Statistics again in analyses of the 1976 SIE survey found:

-- while 10 percent of persons (ages 14-25) with English-language backgrounds were high school dropouts, 40 percent of those in this age-group with language-minority backgrounds, and who usually speak their native language, were high school dropouts;

-- Hispanics who usually speak Spanish dropped out at a higher rate, 45 percent, than persons in the aggregate of other language minorities who usually speak their native language;

-- compared with that of persons with English language backgrounds, the dropout rate was 4.5 times as high for Hispanics who usually speak Spanish and three times as high for those of other language backgrounds who usually speak their native language;

-- the dropout rate for persons with non-English language backgrounds who usually speak English (12 percent) was close to the rate for those with English-language backgrounds (10 percent), but differed substantially from the rate for those who usually speak their native language (40 percent).

Numbers and percentages of persons 14 to 25 years old who had not completed 4 years of high school and were not currently enrolled 1/, by total, ethnic origin, and language characteristics: Spring 1976 (numbers in thousands)

Ethnic origin or population, 14 to 25 years old	Total	English language background	Total	Non-English-language background		
				Usual individual language		
				English	Non-English	Not Reported
Total	47,311 2/	42,541	4,618	2,868	1,049	701
Dropouts	5,013	4,145	844	347	423	75
Percentage	(11)	(10)	(18)	(12)	(40)	(11)
Persons of other than Hispanic origin	44,700	42,141	2,411	1,527	330	566
Dropouts	4,394	4,082	290	147	98	45
Percentage	(10)	(10)	(12)	(10)	(30)	(8)
Persons of Hispanic origin	2,611	400	2,208	1,342	721	145
Dropouts	618	62	554	200	324	30
Percentage	(24)	(16)	(25)	(15)	(45)	(20)

1/ Not enrolled at any time from February-May 1976.

2/ Includes an estimated 151,000 persons whose language background is unknown. An estimated 3,000 among the 151,000 persons are of Hispanic origin; 23,000 are dropouts.

NOTE: Details may not add to total shown because of rounding.

SOURCES: Survey of Income and Education, conducted by the U.S. Bureau of Census, spring 1976, preliminary data. The questions on language were developed by the National Center for Education Statistics, which provided partial support for the SIE.

National Center for Education Statistics, Bulletin 78 B-4, July 26, 1978, p. 5.

STATE BILINGUAL EDUCATION LEGISLATION

Three surveys were conducted within the last four years to determine the individual State legislative efforts in the field of bilingual education. The first study was sponsored by the Lawyer's Committee for Civil Rights Under Law, published by the Center for Applied Linguistics and reported on the years 1974-1975; the second survey was undertaken by the National Center for Education Statistics (NCES) in the Fall of 1975; and the third was designed by the U.S. Office of Education under contract with Development Associates and carried out in 1975-1976. Since these surveys were completed there has been no further in-depth investigation by the Federal Government of the individual State legislative efforts in bilingual education.

The following brief sketches of State legislative efforts in bilingual education are based primarily on these three studies; and are divided into three main areas of concern: State legislation, State funding and teacher training. These findings are not inclusive of any State legislative activity which may have taken place after these surveys were completed.

State Legislation: Ten States and the Virgin Islands have legislation requiring bilingual education programs to be provided under certain circumstances. The States vary with regards to the specifics of the programs and the number of limited English-speaking children there must be in a school district before a bilingual program becomes mandatory. (The States are: Alaska, California, Colorado, Illinois, Massachusetts, Michigan, New Jersey, Rhode Island, Texas and Wisconsin.)

In sixteen States and Guam there is legislation which authorizes school districts or schools to develop bilingual education programs to meet the needs of the limited English-speaking children. (These States are: Arizona, Connecticut, Florida, Indiana, Iowa, Kansas, Louisiana, Maine, Minnesota, New Hampshire, New Mexico, New York, Oregon, Pennsylvania, Utah and Washington.)

State Funds for Bilingual Education: Some twenty States are providing State money for bilingual programs and the training of teachers for bilingual programs. (These States are: Arizona, California, Colorado, Delaware, Georgia, Hawaii, Illinois, Indiana, Kansas, Louisiana, Maryland, Massachusetts, New Mexico, New York, Rhode Island, Texas, Utah, Virginia, and Washington. The District of Columbia also provides bilingual funding as does the Trust Territories of the Pacific Islands, Guam and the Virgin Islands.)

State Bilingual Teacher Training Activities: Nine States and Guam reported that certain institutions of higher education in their jurisdictions were approved to offer training programs for teachers and other personnel preparing to work with the limited English-speaking. (The States are: Arizona, California, Hawaii, Massachusetts, Michigan, New York, Pennsylvania, Vermont, and Wisconsin.) Eleven States have developed special requirements for teachers seeking employment in bilingual education programs. (These States are: Arizona, California, Delaware, Illinois, Indiana, Michigan, Massachusetts, New Mexico, New Jersey, Texas and Rhode Island.)

SELECTED MAJOR COURT CASES INVOLVING PERSONS OF LIMITED ENGLISH-SPEAKING ABILITY

It is beyond the scope of this report to discuss all of the legal implications resulting from court cases related to limited English-speaking persons. Therefore, this section will highlight select court decisions which have affected the status of bilingual education.

Lau v. Nichols:

Non-English-speaking Chinese students brought action against the San Francisco Unified School District alleging that the failure of the school administration to provide adequate supplemental language programs denied them their right to equal educational opportunities under the Equal Protection Clause of the Fourteenth Amendment. It was reported that of an estimated 3,500 language-deficient students of Chinese origin in the San Francisco school system in 1973, about 1,700 were receiving special English instruction. The District Court for the Northern District of California denied the plaintiffs demand that some form of bilingual education be provided to the school-age children of Chinese descent who spoke little or no English. The U.S. Court of Appeals for the 9th Circuit affirmed the lower Federal court decision reasoning that "every student brings to the starting line of his educational career different advantages and disadvantages caused in part by social, economic and cultural backgrounds, created and continued completely apart from any contribution by the school." (48 F. 2d (1973)).

The U.S. Supreme Court reversed the appeals court decision. The Court expressly declined to decide the constitutional issue posed by the petitioners, "we do not reach the Equal Protection Clause argument which has been advanced but rely solely on section 601 of the Civil Rights Act of 1964, 42 U.S.C. 2000(d)." This section of the Civil Rights Act bans discrimination generally on the basis of race, color or national origin in the administration of any "program or activity" receiving Federal financial assistance. On the basis of this law and other agency regulations and guidelines, the Supreme Court concluded that, as applied to school systems receiving Federal education funds, Title VI bars any discrimination in the provision of educational services which has the "effect" of denying non English-speaking students, such as the Chinese ancestry in this case, a "meaningful opportunity "to participate fully in the funded educational programs. While the Lau decision appears to be a favorable development for limited English-speaking students, in that schools must address these students' special needs, the Court did not require that bilingual education be provided.

Several other points should be mentioned with regard to the Supreme Court decision in Lau. Justice Blackmun, in a concurring opinion, questioned the point at which schools are obligated to provide special instruction. The Lau case was on behalf of a large number of students (1,800) and Justice Blackmun indicated that he did not regard the case as conclusive when very small numbers of children are involved.

As a follow-up to Lau, the Department of Health, Education and Welfare is undertaking two courses of action. The Office of Civil Rights is reviewing compliance of other school districts with respect to the conditions of discrimination which led to the court ruling. In addition the Department of Health, Education and Welfare is providing funds through the U.S. Office of

Education administered programs to help school districts address problems identified in Lau.

Serna v. Portales Municipal School District

A trial court ruled that the Spanish-speaking plaintiffs in a New Mexico school district did "not in fact have equal educational opportunity and that a violation of their constitutional right to equal protection exists." (35 F. Supp. 1279, 1282 (D.N.M. 1972)). In July 1974, the Tenth Circuit Court of Appeals upheld the lower court and affirmed the appellees have a right under Title VI of the Civil Rights Act of 1964 to bilingual education.

Aspira of New York, Inc., v. Board of Education of New York City

A class action suit begun in 1972 and settled by a Consent Decree in August of 1974, resulted in the school board agreeing to establish bilingual programs for all children whose limited English-speaking ability prevents them from effectively participating in the learning process and who can participate more effectively in Spanish.

EVALUATIONS OF THE TITLE VII, ELEMENTARY AND SECONDARY EDUCATION ACT, BILINGUAL EDUCATION

There have been several evaluations of the Title VII program. Perhaps the most comprehensive is the 1978 "impact" study conducted by Applied Institutes for Research, AIR, for the U.S. Office of Bilingual Education between 1975 and 1977. Up to this particular time, no large scale national evaluation of the overall effectiveness of the Elementary and Secondary, Title VII bilingual program has been done.

The goals of the AIR study were to determine the impact of bilingual education on students in Spanish/English bilingual projects funded through Title VII of the Elementary and Secondary Education Act; to describe the educational processes operating in the projects; and to determine per-student costs. The bilingual projects selected for the evaluation were in their fourth and fifth year of funding as of the Fall of 1975 and involved 11,500 students in 384 classrooms in 150 schools at 38 different sites across the U.S.

The study addressed several select components of the Title VII program which have been a concern of the Congress since the initiating, review, and reauthorization of the program. Each of these components will be discussed in conjunction with the AIR findings.

-- Impact of the Bilingual Program on Student Achievement:

As in any Federal education program, a critical question regarding a program's success is how effective is that program -- is that program making a difference?

In a follow-up study carried out in the year following the original data collection year, it was determined that fall to fall achievement gains in English reading and mathematics in the Title VII projects were neither significant nor substantially different from what would have been expected without participation in the Title VII project. Although there were some instances of the Title VII impact on mathematics and English reading skills evident in some grades, the overall across-grade Title VII student analyses showed that the Title VII program did not appear to be having a significant impact on student achievement in these two subject areas. In general, across grades, when the total Title VII and non Title VII bilingual student comparisons were made, Title VII students in the study were performing in English worse than the non-Title VII students. In math across the grades they seemed to be performing at about the same level as the non-Title VII bilingual students.

The study also examined student attitudes toward education and school in order to provide another gauge as to the success of the program. It was found that participation in the Title VII program did not bring about a more positive student attitude toward school and school related activities. In general students appear to have a fairly neutral attitude toward school in both Title VII and non-Title VII schools.

-- Integration of the Bilingual Students into Regular English-Speaking Classes:

One of the goals of the Title VII program is to provide limited English-speaking children with instruction in their native language while developing a proficiency in English, in order that they might better be able to be integrated into a regular English-speaking classroom. The study found that this objective was not being met in the majority of projects studied.

-- The study found that generally less than one-third of the students in the Title VII classrooms were there because of their need for English instruction. It was found that the higher the grade level the lower the percentage of limited English-speaking children in Title VII classrooms.

-- Interviews with project directors and teachers in the bilingual programs concerning integrating the limited English-speaking into an English-speaking regular class, (after he/she was able to operate in the school environment using English), showed that 86 percent of the project directors and teachers reported that the student remained in the bilingual project after they had mastered English, 9 percent responded that the student is transferred to an English-only classroom with some Spanish language follow-up; and 5 percent responded that the student is transferred to an English only classroom with no Spanish maintenance.

-- Teacher Qualifications:

Title VII provides funding for training of bilingual teachers, administrator and ancillary personnel in order to improve the skills and effectiveness of the bilingual personnel. The study found that most of the teaching personnel did have some kind of higher education training in bilingual education and had participated in some kind of short-term training workshop to improve their teaching skills.

-- The study found that 65 percent of the Title VII teachers and teacher-aides said that they had two years or more of bilingual teaching experience;

-- Seventy-four percent of the teachers and 55 percent of the teacher-aides said they had some college course work in bilingual education;

-- Ninety-four percent of the teachers and 80 percent of the aides had attended inservice or district workshops in bilingual/bicultural education in the last five years; and

-- Fifty percent of the teachers and 66 percent of the aides said they were proficient in both Spanish and English.

The study also addressed the effect trained personnel have on the gains children make in the bilingual program. The study found that teachers' and teacher aides' overall teaching qualifications (highest college degree, type of State teaching credential and years of full time teaching experience), bilingual teaching qualifications (years of teaching in a bilingual program, college training in bilingual education and attendance at conferences on bilingual education), and bilinguality (language proficiency), have little relationship to student gains in English-reading, English as a second language, mathematics and Spanish reading or to a more positive attitude on the part of the students toward school and school-related activities, attitude toward English usage or attitude toward Spanish usage.

-- Classroom Procedures and the Success of the Program:

Oftentimes programs are expected to yield some insight into what is the most advantageous classroom procedures, teaching techniques and classroom demographics in achieving the goals of the bilingual program. The study examined these aspects of the programs and came to no definite conclusions with regard to the "best" procedures. However it did seemed that the more the students were grouped with regard to similar educational needs and the more individualized instruction was used in the program, the greater the educational gains. There did not seem to be a consistent relationship found across grades between any of the gains in subject achievement or attitudes and the portion of bilingual or limited English-speaking in the class.

-- Cost Per-Pupil:

The study found that it was more expensive to educate a Title VII limited English-speaking child than a non-Title VII limited English-speaking child. The per pupil expenditure for Title VII students was $1,398 while the non-Title VII per pupil expenditure was $1,022.[1] In light of the findings mentioned above, it does not seem this extra cost is having a significant or measurable effect on the educational progress of the bilingual child.

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[1] These per pupil expenditures include the bilingual costs added to the basic districts per pupil expenditures.

In response to the AIR interim reports on the evaluation of the effectiveness of bilingual education programs funded under Title VII of the Elementary and Secondary Education Act, the Center for Applied Linguistics in Arlington, Virginia summarized the educational achievement of students of limited English-speaking ability participating in Title VII programs in San Francisco, California and Rock Point, Arizona. These sample results appeared in an April 18, 1977, response to the AIR interim report of Title VII and were published in the hearings on H.R. 15 before the Subcommittee on Elementary, Secondary and Vocational Education.

The study found that Chinese students in the bilingual program in San Francisco were at or above the district and national norms in English and mathematics in three out of six grades reviewed and one month below in two other grades. The Spanish Title VII bilingual students in San Francisco programs in the seventh grade showed two months greater gain during one school year (1975-1976) than regular district students and only one month below other students in the same school. Also absenteeism among bilingual program students was less than one-third that of regular program students in the San Francisco area.

When the bilingual program at Rock Point, Arizona was reviewed, the study found that the 1975 reading achievement in English for the 4th and 5th grade was five to six months behind the national norms. This is an achievement when seen in the context of the 4th and 5th graders performance in 1972 when they were from one year three months to one year six months behind the national norms. The 5th grade reading scores for other Navajo children who had not been in bilingual programs were one year six months behind the Navajo children in the Rock Point project. In 1976 the test scores in English show that the 5th graders were one month below the national norm and the 6th graders one month above the national norm in English.

Contrary to the AIR report findings discussed previously, these bilingual projects seem to be having an impact on both the English reading achievement and the child's attitude toward school. It should be noted that the Applied Linguistic report reviews a select and perhaps nonrepresentative sample of the projects.

Finally, another earlier evaluation of the Title VII bilingual program was conducted by the Genereal Accounting Office, (GAO), and reported in May 1976. This study was designed to assess the effectiveness of the Title VII bilingual education program by reviewing the progress of the program in achieving its goal of identifying effective bilingual education approaches; adequately training bilingual education personnel; and developing suitable instructional materials. The study also investigated the program's effect on students participating in Title VII projects at 16 locations.

A summary of select findings of the GAO report follow:

> -- The U.S. Office of Education had made little progress in achieving the program's goal of identifying effective educational approaches, training bilingual education personnel and developing suitable teaching materials. The study found that the bilingual program had evolved into a service program instead of a demonstration program which was to develop

effective educational approaches to bilingual education;

-- There existed, at the time of the GAO audit, a national shortage of qualified and adequately trained bilingual education teachers;

-- The U.S. Office of Education was found to be unable to determine whether the bilingual program was meeting the educational needs of the limited English-speaking participants. This seemed to be a result of the inadequacies of the local educational agencies' evaluations. Poor evaluation designs had hampered the Office of Education's progress in identifying effective bilingual education approaches for dissemination. Moreover, evaluation reports had not been prepared on a timely basis. (Many projects were well into the following year of funding without having submitted evaluation reports for the preceding school year);

-- Children of limited English-speaking ability may not have been doing as well academically as English-speaking children because: (1) not enough instruction was given in their native or dominant language and (2) too many English-speaking children were often put into the bilingual education classroom. Insufficient instruction in the dominant language of the limited English-speaking child appeared to be due primarily to the lack of qualified bilingual education teachers;

-- The local educational agencies had difficulty in accurately assessing the English language proficiency of the limited English-speaking; and

-- The Office of Education seemed to have insufficient monitoring activities to insure appropriate program implementation. The U.S. Office of Education was unable to carry out effective overview of the Federal bilingual program in order to assure that the Federal goals and objectives of the program were being carried out on the State and local level.

LEGISLATIVE HISTORY OF SELECT PROGRAMS IN EDUCATION WHICH HAVE A BILINGUAL COMPONENT

This section provides a brief description and legislative history of select programs, authorized under Federal education legislation, for persons of limited English-speaking ability. The descriptions in this report are limited to the legislation which initiated bilingual provisions for a particular program and when applicable where major revisions where made to the legislation which affected these bilingual provisions. At the end of the section are detailed legislative histories for each piece of legislation described below.

Elementary and Secondary Education Amendments of 1967, P.L. 90-247

Bilingual Education -- Program Activities: This Act established the Bilingual Education Act, Title VII of the Elementary and Secondary Education Act. It authorized the Commissioner of Education to provide financial assistance in the form of discretionary grants to local education agencies or to institutions of higher education, (including junior and community colleges), applying jointly with one or more local education agencies, for the development and operation of bilingual programs on the preschool, elementary and secondary school levels. Priority was to be given to those schools having a high concentration of children of limited English-speaking ability from low-income families.

In addition to the basic bilingual education programs, activities authorized under this Act also included research projects in bilingual education, the development and dissemination of special instructional materials, the acquisition of necessary teaching materials, adult education for parents of children participating in the bilingual programs, programs designed for school dropouts or potential dropouts, and preservice and in-service training of teaching personnel for funded classroom projects.

Authorizations for these activities were set at $15 million of FY 1968, $30 million for FY 1969, and $40 million for FY 1970. There is no local education agency matching requirement for these programs. The Federal share is 100 percent of the program cost.

This law also provided for the establishment of an Advisory Committee on the Education of Bilingual Children within the U.S. Office of Education made up of nine persons, four of which were to be experienced in the education of children with limited English-speaking ability. The Committee's responsibilities included advising the Commissioner of Education in the preparation of regulations and the development of policy for bilingual education programs.

Bilingual Education Act Amendments, Part E of the Elementary and Secondary Education Amendments of 1969, P.L. 91-230

The Elementary and Secondary Education Amendments of 1969 extended the bilingual education program through FY 1973 increasing authorizations from $80 million in FY 1971 to $135 million in FY 1973. There were no major changes made to the basic bilingual programs, however, new provisions were made for Indian children living on reservations and the membership composition of the Advisory Committee of Bilingual Education.

P.L. 91-230 provided for the extension of bilingual education programs to include children in schools on Indian reservations. The Commissioner of Education could make grants for bilingual education programs to: nonprofit organizations or institutions which operated elementary and secondary schools on Indian reservations; or to the Secretary of the Interior for elementary and secondary school programs operated by the Department of Interior on reservations for Indian children with limited English-speaking ability.

The 1969 amendments also increased the membership of the Advisory Committee on Bilingual Education from 9 to 15 and increased the number which were to have experience in bilingual education from 4 to 7.

Education Amendments of 1972, P.L. 92-318

Bilingual Education Act: These amendments broadened the provisions of bilingual education programs for Indian children on reservations to include Indian children in elementary and secondary schools operated near a reservation. Prior to these amendments, bilingual education programs were applicable only to individuals and schools on reservations.

Education Amendments of 1974, P.L. 93-380

Bilingual Education Act: These amendments completely replaced Title VII of the Elementary and Secondary Education Act by an amended Bilingual Education Act.

These amendments declare the policy of the Federal Government to encourage and provide financial assistance to educational programs using bilingual methods of instruction. There is authorized to be appropriated for programs under the Bilingual Education Act, $146,750,000 for FY 1974, $147,250,000 for FY 1975, $152,750,000 for FY 1976, $163,750,000 for FY 1977, and $174,750,000 for FY 1978. Not more than one percent of the amount appropriated for any fiscal year can be reserved for the National Advisory Council on Bilingual Education. In addition, $16,000,000 of the first $70,000,000 appropriated for each fiscal year, or one-third of all amounts exceeding $70,000,000 are reserved for bilingual program personnel training activities. Further, $5,000,000 of the amount authorized for each year is for research and demonstration projects in bilingual education under the administration of the National Institute of Education.

The amendments also provide for a limited voluntary enrollment in programs assisted under this title of children whose primary language is English, in order to foster appreciation of the cultural heritage of children of limited English-speaking ability.

Grants under the Bilingual Education Act may be made to local education agencies, State education agencies, and institutions of higher education (in conjunction with one or more local education agencies) for the operation of bilingual education programs; supplementary community services; training programs related to bilingual education; and the planning and development of such programs.

The Commissioner of Education is to develop criteria for the equitable distribution of these grants; and these criteria are to take into account the geographic distribution of children with limited English-speaking ability, the relative ability of the local education agency to provide bilingual education services, and the number of children in low-income families to be served by proposed bilingual education programs. Grants may be made by the Secretary of the Interior for bilingual education programs in schools on Indian reservations; and the Secretary of the Interior is to submit an annual report to the Congress and the President on the needs of Indian children attending such schools. Training programs funded under this legislation may include the operation of short-term training institutes, fellowships leading to a graduate degree, or training in coordination with any other training programs for teachers, administrators, teacher's aides, or parents.

These amendments also create within the U.S. Office of Education an Office of Bilingual Education to be headed by a Director of Bilingual Education. There is also established a 15 member National Advisory Council on Bilingual Education appointed by the Secretary of the Department of Health, Education and Welfare. Not later than November 1, 1975 and 1977, the Commissioner of Education is to submit a report on the condition of bilingual education in the Nation and on the operation of programs authorized under the Bilingual Education Act, Title VII of the Elementary and Secondary Education Act.

Under the direction of the Assistant Secretary for Education the National Institute of Education is to carry out a program of research and demonstration in the field of bilingual education.

Education Amendments of 1978 -- Bilingual Education Act, Title VII of the Elementary and Secondary Education Act, P.L. 95-561

The Education Amendments of 1978 preserve several sections of the Elementary and Secondary Education Act, Title VII, provide increased authorizations for the basic bilingual grants, training activities, and research and evaluation and make several programmatic changes. This summary discusses the major changes made to the bilingual education program by the Education Amendments of 1978.

-- Program Eligibility: The definition of eligible participants was changed from limited English-speaking to limited English proficiency. By dropping the term "speaking" [illegible]asis on verbal proficiency was expanded to include reading and writing, as well. In addition, the amendments specified the extent to which English proficient children could participate in the program. Like prior law, the amendments allow the participation of English proficient children in the bilingual programs in order to reduce segregation of the limited proficient child and to provide a positive exchange between varying cultural and language groups. The amendments, however, limit the participation of the English proficient to not more than 40 percent of the class. The Amendments strengthen the requirements for participation of nonpublic school children in bilingual programs by requiring the participation of these children to the extent consistent with their numbers, and on a comparable basis to the public school children. The Commissioner of Education is also authorized to withhold approval of a basic grant if it is not in compliance with the requirements for the participation of nonpublic school children.

-- Authorization of Appropriations: These amendments extend and expand authorizations for all programs under Title VII through FY 1983. Authorizations for the basic grant program increase from $200 million in FY 1979 to $400 million in FY 1983. Authorizations also increased for State grants for technical assistance from $12 million in FY 1979 to $16 million in FY 1981 and such sums as may be necessary in FY 1982 and FY 1983. A set aside from the basic grant authorization for training activities is amended when total program appropriations exceed $70 million. Prior to these amendments, one third of the appropriations over $70 million was to be used for training; these amendments reduce this to 20 percent of the excess over $70 million.

-- Parental Involvement: The amendments strengthen the provisions for parental involvement by requiring parental councils to be consulted in the development of the application for the Federal bilingual grant and by allowing these councils to comment on the application. The amendments mandate that the application contain assurances that the applicant continue to consult with the parents after the application is approved. New provisions were also added which require the local educational agency (or grant recipient) to inform the parents of children participating in the program of the instructional goals of the bilingual program and the progress of their children in reaching these goals.

-- Application for the Federal grant: These amendments permit local educational agency applications for Federal bilingual funds to be made for up to three years with amended applications permissable in the event program activities change. A new application is required if funding is sought for subsequent years. New provisions were added which require the applicant to demonstrate that receipt of the Federal funds will lead to a development of its capability to continue the program after the termination of Federal funding. The total length of time for which a program can receive funding is determined by the Commissioner of Education and is to be based on the severity and duration of the need for bilingual programs and the nature of the program activities. The Commissioner of Education may order a local educational agency to prepare a plan for termination of assistance if the local agency does not have a long term need for continued assistance. This requirement is waived if a local educational agency demonstrates a clear fiscal inability to carry out a program and if there is a continuing presence of a substantial number of limited English proficient students or if the local educational agency is under a court order or a noncompliance suit to provide bilingual education services.

-- Local Program Restrictions: These amendments expand the local responsibility in meeting the needs of the limited English proficient child by mandating certain program characteristics which must be present in the local programs. These include the following. The programs must use personnel proficient in the language of instruction and in English. Local projects must concentrate on those children most in need requiring the local agency to set goals for these children and requiring the provisions of necessary follow up services for children leaving the bilingual program. In this light the local agency must provide measurable goals for serving those children most in need and determining when the child no longer needs bilingual services. These follow up services must be provided with State and local funds and sustain the achievements made by the child after he leaves the program. In the case where a child has been in the program for two years, the agency must provide an individual evaluation establishing the need for continuing services. The amendments also remove the requirement that 15 percent of the local program funds be used for in-service training of bilingual personnel. The decision of the exact degree to which the Federal funds will be used for inservice training is left to the discretion of the local agency.

-- Teacher Training: The amendments expand the provisions for teacher training fellowships to include requirements that each recipient of a teacher fellowship must serve in the area of teacher training for bilingual education for the same period of time for which that person received funds or to repay these funds.

-- Research and Development: The amendments delineate research responsibilities between the U.S. Office of Education, the National Institute of Education and the Assistant Secretary for Education. Authorizations for research and development increase from $5 million in FY 1978 to $20 million for each fiscal year 1979 to 1983. The amendments expand the research and evaluation activities of all the agencies mentioned above and provide for the evaluation of effective models for bilingual/bicultural programs and the operation of a clearinghouse on information in bilingual education.

-- Instruction for Spanish Proficiency: In the case of Puerto Rico these amendments allow the use of Federal funds to serve limited Spanish proficient children who return to Puerto Rico from the mainland and who cannot function effectively in the schools due to their Spanish deficit.

-- Transfer of the Emergency School Aid Act: These amendments transfer the bilingual education provisions of the Emergency School Aid Act to the Bilingual Education Act. A separate authorization for appropriations of $15 million in FY 1980 increasing to $30 million in FY 1983 is created for this program.

Emergency School Aid Act: Under the Education Amendments of 1972, P.L. 92-318, the Emergency School Aid Act was enacted to provide local education agencies with financial assistance: to meet the special needs of eliminating minority group segregation and discrimination among students and faculty in elementary and secondary schools; to encourage the voluntary elimination, reduction, and/or prevention of minority group isolation in elementary and secondary schools; and to aid school children in overcoming the educational disadvantages of minority group isolation. In addition to these general objectives, each of the Act's authorized specific programs have objectives consistent with the Act's overall goals. One of these specific programs is the discretionary grant program for bilingual/bicultural curricula development. The Assistant Secretary for Education is authorized to make grants to local education agencies in which minority group children are not receiving an equal educational opportunity because of language and cultural differences. Grants are awarded for the development and implementation of bilingual/bicultural curricula to improve the reading, writing and speaking skills of minority groups children from environments where English is not the dominant language. To qualify for a bilingual education grant under the Emergency School Aid Act, a local education agency has to be implementing an eligible desegregation plan and must meet the requirements for the basic emergency school aid grant. The bilingual grants may also be awarded to nonprofit organizations to develop bilingual/bicultural curricula at the request of an eligible local education agency.

P.L. 95-561 transfers the bilingual education program authorized under the Emergency School Aid Act from that Act to Title VII of the Elementary and Secondary Education Act. A separate authorization for appropriations of $15 million for FY 1980 increasing to $30 million for FY 1983 is created for this program. The administrative responsibility for the bilingual grants under the Emergency School Aid is transferred from the Assistant Secretary for Education to the U.S. Commissioner of Education. The major provisions governing the requirements which must be met before receiving Federal revenue assistance basically remain unchanged by these amendments.

Vocational Education Act: P.L. 93-380 added a new Part J -- Bilingual Vocational Education -- to the Vocational Education Act of 1968, as amended. These amendments authorized the Commissioner of Education and the Secretary of Labor to: develop and disseminate information on the status of bilingual vocational education training; evaluate the impact of such training programs on unemployment, underemployment and the need for trained personnel; report findings annually to the President and the Congress; and draft regulations and guidelines for this program.

The amendments also authorized the Commissioner of Education to: make grants to State and local education agencies, postsecondary institutions, private nonprofit vocational training institutions, and other nonprofit institutions for the purposes of providing vocational training in recognized occupations and new and emerging occupations; and to enter into contracts with private for-profit agencies and organizations to assist them in conducting bilingual vocational training programs. Authorizations for this program were set at $17.5 million for FY 1975.

Adult Education Act: The Education Amendments of 1974, P.L. 93-380 expanded the State plan requirements for grants for adult education by adding several new requirements, one of which provides that special assistance be given to persons of limited English-speaking ability by providing for the establishment of bilingual adult education programs.

Library Services and Construction Act: P.L. 93-380 added a new section to the Library Services and Construction Act, Title I, to give greater attention to meeting the library needs of persons of limited English-speaking ability. The change called for the State library plans to assure that priority be given to projects serving areas with high concentrations of people with limited English-speaking ability, as well as high concentrations of low-income families.

Higher Education Act: P.L. 93-380 expands Part A, Subpart 4 of the Higher Education Act, Special Programs for Students From Disadvantaged Backgrounds. The Commissioner of Education is authorized to make grants and enter into contracts with institutions of higher education, and public and private agencies and organizations to carry out the specific programs of Talent Search, Upward Bound, Educational Opportunity Centers and Special Services for Disadvantaged Students. These four programs have as their common goal the identification and delivery of supportive services to disadvantaged students to help them initiate, continue or resume their postsecondary education. P.L. 93-380 amended the legislation for the special services for disadvantaged student program to include limited English-speaking ability as an eligible category for participation. In order to be eligible for the special services program a student of limited English-speaking ability must be enrolled or accepted for enrollment at an institution which has a special services project; and must be an individual of academic potential with a need for bilingual education, teaching, guidance, and counseling in order to pursue a program of postsecondary education successfully.

P.L. 93-380 also amended Title III of the Higher Education Act, Strengthening Developing Institutions. This provides that the Commissioner of Education carry out program of special assistance to strengthen the quality of developing institutions of higher education. Activities supported under this legislation include efforts to improve the quality of curricula, faculty, student services, and administration and to develop comprehensive planning, management and evaluation capabilities. Eligible institutions must meet the requirements of the Office of Education for participation in this program for a five year period preceding the grant award. These requirements include that the institution: be legally authorized to provide education programs leading to a B.A. degree; is a community or junior college; is accredited by a nationally recognized accrediting agency or making reasonable progress toward this end; and is for financial or other reasons struggling for survival. P.L. 93-380 authorizes the Commissioner of Education to waive three years of the requirements for institutions when this would result in substantially increasing educational opportunities for Spanish-speaking students.

Migrant Education

The Elementary and Secondary Education Act, Title I, contains special provisions for children of migratory workers which were incorporated in the Act in 1966 by P.L. 89-750. The then new program authorized the Commissioner of Education to make grants to State educational agencies to establish or improve either directly or through local educational agencies, programs and projects designed to meet the special educational needs of migrant children. P.L. 89-750 also provided that grant monies were to be used for interstate coordination of migrant education programs and projects. P.L. 93-380, Education Amendments of 1974, further amended Title I to include children of migratory fisherman. During consideration of the Education Amendments of 1974 both the House and the Senate voiced concern that local educational agencies should give priority in operating Title I programs to the basic cognitive skills in reading, language skills and mathematics and to related support activities to eliminate physical, emotional or social problems that impede the ability to acquire these skills.

National Reading Improvement Program: Title VII of the Education Amendments of 1974, P.L. 93-380, provides services and resources to stimulate educational institutions and other agencies and organizations to improve and expand their activities related to reading. These amendments establish new programs and projects of reading improvement under the sponsorship of State or local education agencies, nonprofit education agencies, or child care institutions for elementary and preschool students. These reading improvement projects must provide for the use of bilingual education methods and techniques to the extent consistent with the number of elementary school-age children in the area served by the reading program who are of limited English-speaking ability.

National Defense Education Act: Title XI of the National Defense Education Act enabled the Commissioner of Education to make contracts with and grants to institutions of higher education to operate institutes for advanced study to improve the quality of: teachers and supervisors in various curricula in elementary and secondary schools, specialists in educational media, and teachers of the disadvantaged. P.L. 90-247 amends this section of the National Defense Education Act to include teachers preparing for special education of children with limited English-speaking ability.

Higher Education Act: Title V, Part C of the Higher Education Act -- Fellowships for Teachers and Related Educational Personnel -- was amended by P.L. 90-247 to provide fellowships for graduate study to those persons preparing for a career in teaching children with limited English-speaking ability.

Indian Education Act: The Education Amendments of 1972, P.L. 93-318 established the Indian Education Act. Part B of the Indian Education Act, Special Programs and Projects to Improve Educational Opportunities for Indian Children, authorizes the Commissioner of Education to make discretionary grants to Indian tribes and organizations as well as to State and local education agencies for use in special programs and projects to improve educational opportunities for Indian children. These include activities supporting planning, and pilot and demonstration projects designed to test the effectiveness of bilingual/bicultural education programs.

Older Americans Comprehensive Services Amendments, P.L. 93-29

Title IV of this Act amends the Adult Education Act by establishing special projects for the elderly. The Commissioner of Education is authorized to make grants to State and local education agencies or other public or private nonprofit agencies for educational programs for elderly persons whose ability to read and speak the English language is limited and who live in areas with a culture different from their own. These programs are designed to equip these elderly persons with a functional literacy base so as to deal successfully with practical problems of every day life.

The Commissioner of Education is to coordinate these programs with programs administered by the Commissioner of the Administration of the Aging.

Legislative History of P.L. 89-750, Elementary and Secondary Amendments of 1966, H.R. 13161*

Mr. Perkins introduced H.R. 13161 on March 1, 1966, referred to the Committee on Education and Labor. (4527)
Reported with amendment, House Rept. No. 1814, August 5, 1966. (18449)
Supplemental Rept., House Rept. No. 1814, pt. 2, August 26, 1966. (20144)
Made special order, House Res. 1025, October 4, 1966. (24041)
Debated in the House, October 5 and 6, 1966. (24328-47, and 24515-77)
Amended and passed the House, October 6, 1966. (24482)
Senate strikes out all after the enacting clause of H.R. 13161 and substituted in lieu thereof the language of S. 3046, and requested a conference, Senate Rept. No. 89-1674, October 7, 1966. (24812-13)
House disagreed to the Senate amendment, and requested a conference, October 10, and 14, 1966. (24910 and 25932)
Conference Rept. submitted, H. Rept. No. 2039, October 18, 1966. (26464-77)
Conference Rept. agreed to by the Senate, October 19, 1966. (26538-56)
Conference Rept. agreed to by the House, October 20, 1966. (27057-68)
Approved, P.L. 89-750, November 3, 1966.

Legislative History of P.L. 90-247, Elementary and Secondary Education Amendments of 1967, H.R. 7819

Mr. Brademas introduced H.R. 7819 on April 3, 1967, referred to the Committee on Education and Labor. (8178)
Reported with amendments, House Rept. No. 185, May 11, 1967. (9110)
Made special order, House Res. No. 444, May 22, 1967. (13325)
Debated in the House, May 22, 23, and 24, 1967. (13330, 13581, 13814)
Amended and passed the House, May 23, 1967. (13581)
Referred to the Senate Committee on Labor and Public Welfare, May 31, 1967. (14353)
Reported with amendments, Senate Rept. No. 726, November 6, 1967. (31152)
Debated in the Senate, December 1, 4, 5, 6, 7, 8, and 11, 1967. (34482, 34682, 34906, 34907, 34961, 34980, 35041, 35052, 35057, 35068, 35077, 35083, 35093, 35333, 35336, 35351, 35379, 35381, 35413, 35464, 35592, 35594, 35637, 35642, 35652, 35690, 35699, 35721, and 35724)
Amended and passed the Senate, December 11, 1967. (35734)
House disagrees to Senate amendments and requests a conference, December 11, 1967. (35842)
Conferees appointed in the House, December 11, 1967. (35842)
Senate insists on its amendments, December 13, 1967. (36328)
Senate agrees to a conference, December 12, 1967. (36061)
Conference report, House Rept. No. 1049, submitted in the House and agreed to, December 15, 1967. (37145)
Conference report submitted in the Senate and agreed to, December 15, 1967. (37025)

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* All page references in this report refer to the bound editions of the Congressional Record.

Examined and signed, December 15, 1967. (37124, 37386)
Presented to the President, December 15, 1967. (37386)
Approved, P.L. 90-247, January 2, 1968. (Omitted in the Record)

Legislative History of P.L. 91-230, Elementary and Secondary Education Amendments of 1969, H.R. 514

Mr. Perkins introduced H.R. 514 on January 3, 1969, referred to the Committee on Education and Labor, January 3, 1969. (66)
Reported with amendments, House Rept. No. 114, March 24, 1969. (7169)
Made special order House Res. 366, April 15, 1969. (9096)
Debated in House, April 21, 22, and 24, 1969. (9697, 9705, 9906, and 10050)
Passed the House, April 24, 1969. (10299)
Referred to Committee on Labor and Public Welfare, April 25, 1969. (10338)
Reported from Committee on Labor and Public Welfare with amendments, January 21, 1970. (507)
Debated in Senate, February 4, 5, 6, 9, 10, 16, 17, 18, 19, 1970. (2440, 2467, 2546, 2565, 2569, 2577, 2582, 2740, 2756, 2760, 2763, 2873, 2883, 2903, 2919, 3072, 3073, 3104, 3105, 3123, 3404, 3437, 3559, 3568, 3573, 3779, 3801, 3803, 3812, 3813, 4135, 4147, 4168)
Amended and passed Senate, February 19, 1970. (4170)
House disagrees to Senate amendments and asks for conference, March 9, 1970. (6396)
Conferees appointed, March 9, 1970. (6463)
Conference report, House Rept. 937, submitted to Senate and agreed to, March 24, 25, 26, 31, and April 1, 1970. (8873, 8881, 8899, 8912, 8975, 9009, 9013, 9280, 9284, 9300, 9616, 9844, 9999, 10012, 10020)
Conference report submitted in House and agreed to, April 7, 1970. (10609, 10623)
Examined and signed, April 8, 1970. (10747, 10770)
Approved, P.L. 91-230, April 13, 1970.

Legislative History of P.L. 92-318, Education Amendments of 1972, S. 659

Mr. Pell introduced S. 659 on February 8, 1971, referred to the Committee on Labor and Public Welfare, February 8, 1971. (1994)
Reported with amendments, Senate Rept. No. 92-346, August 3, 1971. (2808)
S. 659 debated in the Senate, August 4, 5, and 6, 1971. (29338, 29339, 29359, 30083, 30155-30159, 30367, 30408, 30408-30426, 30481-30485, 30485-30530)
Mrs. Green introduced H.R. 7248 on April 6, 1971, referred to the Committee on Education and Labor. (9829)
Reported with amendments, October 8, 1971, House Rept. No. 92-554.
Debated in the House, October 27, 28, and November 3, 4, 1971. (37765-37812, 38036-38080, 39064-39099, 39248-39353)
House amendment with an amendment in the nature of a substitute, as amended, was concurred in, Senate Rept. No. 92-604, March 1, 1972. (6277)

Objection heard to send to conference, House disagreed to the amendment of the Senate to the amendment of the House and asked for a conference, March 8, 1972. (7540)
Senate insists on its amendments and agrees to a conference, March 13, 1972. (7961)
Conference reports, Senate Rept. No. 92-798, May 22, 1972. (18162); and House Rept. No. 92-1085, May 23, 1972. (18451)
Conference report agreed to in Senate, May 24, 1972. (18831)
Conference report agreed to in House, June 8, 1972. (20278, 20341)
Examined and signed, June 12, 1972. (20428, 20505)
Presented to the President, June 12, 1972. (20516)
Approved, P.L. 92-318, June 23, 1972. (22072)

Legislative History of the Older Americans Comprehensive Services Act, P.L. 93-29, S. 50

Mr. Eagleton introduced S. 50, January 4, 1973, referred to the Committee on Labor and Public Welfare, January 4, 1973. (94)
Reported with amendments, Senate Report No. 93-19, February 14, 1973. (4185)
Debated in the Senate, February 19 and 20, 1973. (4428, 4675)
Amended and passed the Senate, February 20, 1973. (4699)
Passed the House and amended, in lieu of H.R. 71 (House Rept. No. 93-43, March 2, 1973), March 3, 1973. (7564)
Senate agreed to House amendment with amendment, April 18, 1973. (12895)
House concurs with Senate amendment, April 18, 1973. (13146)
Examined and signed, April 19, 1973. (13325, 13464)
Presented to the President, April 30, 1973. (13477)
Approved, P.L. 93-29, May 3, 1973. (14421)

Legislative History of the Education Amendments of 1974, P.L. 93-380, H.R. 69

Mr. Perkins introduced H.R. 69 on January 3, 1973, referred to the Committee on Education and Labor.
Reported with amendments, House Rept. No. 93-805, February 21, 1974. (3896)
Debated in the House, March 12, 26, and 27, 1974. (6276, 6339, 6552, 6820, 6830, 6834, 6847, 6848, 6984, 7005, 8229, 8478)
Made special order, House Res. 963, March 12, 1974. (5693)
Amended and passed the House, March 27, 1974. (8536)
Mr. Pell introduced S. 1539 on April 11, 1973, referred to the Committee on Labor and Public Welfare.
Reported with amendments, Senate Rept. No. 93-763, March 29, 1974. (8839)
Debated in the Senate, May 9, 13, 14, 15, 16, and 20, 1974. (13706, 13707, 14109, 14319, 14324, 14546, 14596, 14812, 14823, 14837, 14849, 14900, 14934, 15062, 15091, 15102, 15105, 15110, 15266, 15278, 15309, 15333, 15423)

Indefinitely postponed in the Senate and H.R. 69, passed in lieu of S. 1539, May 20, 1974. (15484)
House requested a conference with the Senate, June 5, 1974. (17881)
Conference agreed to by Senate, June 6, 1974. (18018)
Conference report, House Rept. No. 93-211 and Senate Rept. No. 93-1026, submitted and agreed to by the Senate, July 24, 1974. (24761, 24771, 24774, 24890, 24920, 24926)
Conference report submitted and agreed to by House, July 31, 1974. (24533, 26103)
Examined and signed, August 8 and 9, 1974. (27548, 27619)
Presented to the President, August 12, 1974. (27952)
Approved, P.L. 93-380, August 21, 1974. (31726)

Legislative History of the Education Amendments of 1978, P.L. 95-561, H.R. 15*

Mr. Perkins introduced H.R. 15 on January 4, 1977, referred to the Committee on Education and Labor.
Reported with amendments House Rept. No. 95-1137, May 11, 1978. (H3826)
Measure called up by special rule in the House, July 12, 1978. (H6555)
Considered, amended and passed the House, July 12 and 13, 1978. (H6531-H6538, and H6592-H6687)
Mr. Pell introduced S. 1753 on June 24, 1977, referred to the Committee on Human Resources. (S10612)
Reported with amendments, Senate Rept. No. 95-856, May 15, 1978. (S7461)
Placed on Senate calendar, July 21, 1978. (S11498)
Considered, amended and passed the Senate, in lieu S. 1753, August 22-24, 1978. (S13999, S14040-S14095, S14141-S14198, and S14242-S14266)
Conference scheduled in Senate, August 24, 1978.
House disagreed to Senate amendment to H.R. 15 and agreed to a Conference, September 6, 1978. (H9082)
Conference report, House Rept. No. 95-1753 submitted in House, October 10,1978. (H12120)
Conference report submitted and agreed to in the House, October 10, 1978. (H121136-H12224)
Conference report submitted and agreed to in the Senate, October 12, 1978. (S18569-S18573)
Presented to the President, October 31, 1978.
Approved and signed into law, P.L. 95-561, November 1, 1978.

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* Page reference for the Congressional Record -- daily edition.

APPENDIX

Elementary and Secondary Education Act, Title VII, Bilingual Education Award Amounts by State for FY 1977

Total 85,633,903

Alabama	---
Alaska	680,704
Arizona	3,135,162
Arkansas	---
California	23,767,845
Colorado	1,803,370
Connecticut	900,277
Delaware	185,621
District of Columbia	201,466
Florida	1,310,801
Georgia	100,000
Guam	125,068
Hawaii	525,118
Idaho	384,417
Illinois	2,364,941
Indiana	43,909
Iowa	---
Kansas	83,050
Kentucky	---
Louisiana	2,478,016
Maine	344,534
Maryland	244,680
Massachusetts	1,831,244
Michigan	1,500,623
Minnesota	330,000
Mississippi	321,878
Missouri	127,214
Montana	702,776
Nebraska	---
Nevada	---
New Hampshire	133,000
New Jersey	2,610,838
New Mexico	2,521,689
New York	16,273,665
North Carolina	123,809
North Dakota	---
Ohio	462,329
Oklahoma	546,051
Oregon	709,395
Pennsylvania	1,098,414
Puerto Rico	560,613
Rhode Island	895,154
South Carolina	---
South Dakota	260,267
Tennessee	---
Texas	12,174,593
Utah	438,401
Vermont	283,361
Virgin Islands	283,425
Virginia	120,260
Washington	1,136,352
West Virginia	---
Wisconsin	416,050
Wyoming	152,469
American Samoa	212,750
Trust Territories of the Pacific Islands	728,304

Source: U.S. Office of Education

Emergency School Aid FY '76 Funded Projects Bilingual Grants

APPLICANT	AMOUNT	
STATE: Colorado		
Denver Colorado School District #1	$ 717,062	
	717,062	
STATE: Florida		
Dade County S.B., Fla.	$ 990,000	
Hillsborough County, Fla.	823,436	
Palm Beach County S.B., Fla.	270,427	
	2,083,863	
STATE: Hawaii		
Hawaii Department of Education	$ 199,228	
Hawaii Co. Ec. Op. Council	208,604	
	407,832	
STATE: Louisiana		
Evangeline Parish S.B., La.	$ 120,460	
Iberia Parish S.B., La.	119,658	
Jefferson Parish, La.	75,284	
Lafayette Parish S.B., La.	102,493	
St. Landry Parish School, La.	105,914	
	523,809	
STATE: Massachusetts		
Boston Public School, Mass.	$ 539,427	
	539,427	
STATE: New York		
CSD #4, N.Y.	$1,066,986	
CSD #12, N.Y.	397,582	
	1,464,568	
STATE: Texas		
Alice ISD, Texas	$ 45,613	
Donna ISD, Texas	125,601	
Eagle Pass ISD, Texas	128,405	
Edgewood ISD, Texas	237,416	
Harlinger CISD, Texas	135,357	
Edinburg ISD, Texas	160,000	
El Paso P.S., Texas	188,081	
Halandale ISD, Texas	148,046	
Mercedes ISD, Texas	149,653	
Pharr San Juan Alamo ISD, Texas	179,823	
Rio Grande City CISD, Texas	155,652	
Robstown ISD, Texas	186,441	
San Antonio ISD, Texas	413,033	
San Felipe Del Rio CISD, Texas	95,873	
Weslaco ISD, Texas	249,500	
West OSO ISD, Texas	140,070	
Zapata ISD, Texas	124,875	
	2,863,439	
STATE: California		
San Francisco SD (LAU Decision)	$ 548,450	Court order funded out ESA Special Project Transition Quarter Funds
	548,450	

SUMMARY

Total funded out of Bilingual Allocation	8,600,000
Total funded out of Special Projects Funds	548,450
GRAND TOTAL	9,148,450

Source: Hearings before the Subcommittee on Elementary, Secondary and Vocational Education on H.R. 15, to extend for five years certain elementary, secondary and other programs. Hearing held in Washington, D.C. June 7, 8, and 9, 1977. Part 3: Bilingual Education. pp. 113-114.

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BILINGUAL VOCATIONAL TRAINING PROJECTS

Part J, Vocational Education Act, FY 1977

State	Institution	Director	Title of Project	Language	No. of Trainee
AK	Kuskokwim Community College	Nicholas Haiducek	Bilingual Vocational and Technical Outreach Training Program	Eskimo	100
CA	DeAnza College	Norma Zoffman	Project SALUD	Spanish, Chinese	50
CA	San Francisco Community College Skills Center	Henry H.T. Liu	Bilingual Vocational Metal Worker Program	Chinese	45
CA	University of California at Los Angeles	Fredric Weissman	Bilingual Vocational Dental Worker Program	Spanish	50
FL	Miami-Dade Community College	Ines Sheller	Comprehensive Occupational Training Program for Citizens of limited English-Speaking Ability to Work as Sub-Professionals in the Fields of Accounting, Banking and Finance	Spanish	100
IL	Elgin Community College	Juan Cruz	Proyecto Plasticos - Bilingual Training Program for Plastics Entry Level Positions	Spanish	60
LA	Louisiana State Department of Education	Florent Hardy	A Practical Program of Bilingual Vocational Training in the Culinary Arts for Limited English-Speakers	Spanish	48
ME	Bangor Community College	Michael Beaudoin	Bilingual Human Services Educational Consortium	French	100
NM	Ramah Navajo School Board, Inc.	Harry Begay	Ramah Navajo Bilingual Vocational Training Project	Navajo	60
NY	American Council on Emigres in the Professions	Lenore Parker	Bilingual Training for East European/ Russian-speaking Refugees in Preparing Graphics for Reproduction and Advertising Photography Techniques	Russian	50
NY	Board of Cooperative Educational Services of Nassau County	Daniel Domenech	Bilingual Training of Out-of-School Youth and Adults in Occupational Areas	Spanish	60
NY	Bronx Community College	Rafael Diaz	Bilingual Training in Housing Maintenance and Repair Skills	Spanish	100

NY	China Institute in America	Richard Hsu	A Bilingual Vocational Program to Train Unemployed and Underemployed Chinese as Professional Chefs	Chinese	100
NY	Chinatown Manpower Project, Inc.	Po. S. Yuen	Chinese English Bilingual Para-Professional Training Program	Chinese	72
NY	Vocational Education and Extension Board of Nassau County	Hilda H. Smith	New Directions in Vocational Education for Hispanic Americans	Spanish	36
OK	Canadian Valley Area Vo-Tech School	J.R. Gilliland	Bilingual Vocational Training	Spanish	50
PA	Chinese Cultural and Community Center	T.T. Chang	Bilingual Vocational Training Program	Chinese	39
SD	Little Wound School Board	Steve Langley	Post Secondary Bilingual Vocational Project	Sioux	20
TX	Crystal City Independent School District	Keta Vasquez	Bilingual Vocational Training Program	Spanish	50
TX	San Antonio State Hospital	David Culclasure	Bilingual Vocational Education for Institutionalized Mexican-American Patients Who are being Readied for Restoration to be Productive in Society	Spanish	150
TX	Texas Woman's University	Barbara J. Cramer	Bilingual Vocational Training Program for Emergency Medical Technicians	Spanish	18
VA	Arlington Public Schools	William J. Hof	Bilingual Vocational Training Program	Spanish, Korean, Vietnamese	120

Source: U.S. Department of Health, Education and Welfare, U.S. Office of Education, Bureau of Occupational, Adult and Vocational Education.

BILINGUAL VOCATIONAL TRAINING PROJECTS
School Year 1978-79

State	Language	Amount
CALIFORNIA		
San Francisco Community College	Spanish	$100,218
University of California at Los Angeles	Spanish	257,288
FLORIDA		
Miami-Dade Community College	Spanish	153,314
ILLINOIS		
Elgin Community College	Spanish	111,527
NEW YORK		
Bronx Community College	Spanish	91,648
China Institute in America, New York	Chinese	291,691
Chinatown Manpower Project, Inc., New York	Chinese	237,989
OKLAHOMA		
Canadian Valley Area Vo-Tech School, El Reno	Spanish	59,308
SOUTH DAKOTA		
Little Wound School Board, Kyle	Sioux	116,992
TEXAS		
Crystal City Independent School District	Spanish	142,139
San Antonio State Hospital	Spanish	127,296
SER/Jobs for Progress, Inc., San Juan	Spanish	130,280

BILINGUAL VOCATIONAL INSTRUCTOR TRAINING PROJECTS

CALIFORNIA		
University of San Francisco	Spanish, Chinese	$370,403
NEW YORK		
China Institute in America, New York	Chinese	127,903
TEXAS		
Region IV Education Service Center	Spanish, Vietnamese, Indian, and other languages, as needed	$201,694

BILINGUAL INSTRUCTIONAL MATERIALS, METHODS, AND TECHNIQUES

VIRGINIA		
Development Associates, Inc., Arlington		$220,774

Source: U.S. Department of Health, Education and Welfare. HEW News Release, November 7, 1978. HEW-J16.

Special Services Programs for Students from Disadvantaged Backgrounds, Title IV-A Higher Education Act: Selected State Totals -- Only States Which Have Limited English-Speaking Participation in the Special Services Projects are Reported -- for July 1-December 31,1977

The table below describes the special services project data by State. Only those States which have individual projects, which include limited English-speaking students, are included in the table. According to the U.S. Office of Education, there are 40 States and the Trust Territories of the Pacific Islands which have limited English-speaking students participating in the special services programs. These students total 4280 out of a total Title IV-A program participation of approximately 94,609; and these students are in some 141 institutions of higher education, community or junior colleges.

Program Participants by Select Characteristics

State	Funding Level for Total Projects	Total Number of Program Participants	Total Number of Summer Participants	Cost per Participant	Income Disadvantage	Cultural Disadvantage	Educational Disadvantage	Physically Disabled	Limited English Speaking	Number of Institutions Within the State with limited English Speaking Participants
Total	$26,882,366	78,571	16,038		39,687	6,111	21,474	5,683	4,280	141
Alabama	1,476,683	3,650	687	$ 404.57	2,472	162	906	99	11	6
Alaska	40,000	199	0	201.01	71	52	70	3	3	1
Arizona	306,289	3,818	1,441	80.22	1,168	407	483	1,212	548	2
Arkansas	589,561	1,824	240	323.22	1,059	105	647	11	2	1
California	1,999,531	9,477	1,880	210.99	5,001	1,389	1,692	1,055	360	16
Colorado	278,148	659	239	422.06	493	102	50	13	1	1
Connecticut										
Delaware	60,645	168	37	360.98	25	59	83	0	1	1
District of Col.	518,609	1,246	867	416.22	936	57	159	91	3	2
Florida	1,019,800	2,137	549	477.21	1,057	144	804	84	48	7
Georgia	817,500	1,639	95	498.78	825	176	391	133	14	3
Guam										
Hawaii	254,557	1,555	75	163.70	351	265	815	73	51	2
Idaho										
Illinois	977,213	2,974	1,088	328.59	1,239	288	1,126	23	298	5
Indiana	483,252	1,413	127	342.00	377	98	114	71	80	3
Iowa										
Kansas										
Kentucky	795,000	1,734	148	458.48	1,102	135	424	63	10	3
Louisiana	631,103	2,086	245	302.54	1,203	103	715	63	2	2
Maine										
Maryland	522,539	1,867	174	279.88	624	196	590	43	31	3
Massachusetts	302,000	738	227	409.21	479	11	89	55	104	3
Michigan	910,136	3,452	1,427	263.65	2,035	145	1,140	68	64	5
Minnesota	375,000	710	94	528.17	365	91	71	148	35	3
Mississippi	948,450	2,172	646	436.67	1,804	41	201	109	17	3
Missouri										
Montana	137,259	280	11	490.21	219	11	8	22	20	1
Nebraska										
Nevada	176,683	452	36	390.89	181	115	81	46	29	2
New Hampshire	65,000	153	55	427.45	139	3	0	5	6	1
New Jersey	632,000	1,453	472	435.25	1,035	9	139	12	258	4
New Mexico	437,672	1,405	294	311.51	915	188	223	62	17	2
New York	2,962,971	7,008	714	419.94	1,944	244	2,640	729	1,451	13
North Carolina	1,337,300	2,471	503	541.20	1,521	40	843	59	8	4
North Dakota										
Ohio	1,017,936	3,304	516	308.09	1,256	128	1,386	526	8	3
Oklahoma										
Oregon	224,228	528	163	424.67	211	0	303	9	5	2
Pennsylvania	389,266	1,033	163	376.83	563	142	288	18	22	4
Puerto Rico										
Rhode Island	80,000	195	51	410.26	142	9	35	6	3	1
South Carolina	675,200	1,615	210	418.08	797	101	642	47	28	4
South Dakota	82,327	134	34	614.38	81	21	30	1	1	1
Tennessee	681,500	1,483	85	459.54	928	142	378	22	13	4
Texas	1,871,040	6,936	1,297	269.76	3,199	262	2,543	383	547	5
Utah	192,712	383	49	496.68	254	43	56	27	8	3
Vermont	166,570	437	69	381.17	210	0	149	9	69	2
Virgin Islands										
Virginia	954,759	2,953	677	323.32	2,033	268	504	120	28	6
Washington	328,272	635	0	516.96	282	42	229	79	3	1
West Virginia	382,745	873	120	438.42	536	158	116	60	3	1
Wisconsin	599,459	1,083	152	553.52	375	102	282	24	22	4
Wyoming										
Trust Territories of Pacific Islands	201,451	234	81	860.90	80	57	29	0	68	1

Source: U.S. Office of Education, Bureau of Postsecondary Education -- Special Services for Disadvantaged Students

Estimated Enrollment in Adult Basic Education Programs by State for Persons of Limited English-Speaking Ability, FY 1976

State or Other Area	Persons of Limited English-Speaking Ability
Total	326,049
Alabama	688
Alaska	0
Arizona	2,715
Arkansas	738
California	149,869
Colorado	0
Connecticut	4,796
Delaware	241
District of Columbia	3,267
Florida	36,279
Georgia	1,588
Hawaii	15,600
Idaho	622
Illinois	16,769
Indiana	2,800
Iowa	1,774
Kansas	894
Kentucky	431
Louisiana	420
Maine	495
Maryland	5,327
Massachusetts	3,920
Michigan	5,391
Minnesota	0
Mississippi	0
Missouri	1,009
Montana	0
Nebraska	1,019
Nevada	985
New Hampshire	563
New Jersey	10,439
New Mexico	2,041
New York	17,831
North Carolina	0
North Dakota	0
Ohio	6,442
Oklahoma	1,258
Oregon	1,364
Pennsylvania	5,432
Rhode Island	0
South Carolina	455
South Dakota	252
Tennessee	147
Texas	12,243
Utah	416
Vermont	401
Virginia	899
Washington	2,002
West Virginia	129
Wisconsin	0
Wyoming	200
American Samoa	210
Guam	434
Puerto Rico	1,993
TTPI	3,223
Virgin Islands	38

Source: National Center for Educational Statistics, Adult and Vocational Surveys and Study Branch.

Indian Education Programs Under Title IV, Part B, P.L. 92-318 Which Have Bilingual/Bicultural Components

Project	Funding Level	Length of Project	Type of Program	Estimated Number of Children
Arizona:				
Navajo Division of Education Navajo Tribe Window Rock, Arizona	$370,000	3 years (1976-1978)	Multicomponent Includes Bilingual and Bicultural	Program is in planning state. At this point in time there are no services delivered directly to students. Therefore, it is not possible to estimate participation by bilingual childre.
California:				
La Jolla Education Center La Jolla Band of Indians Valley Center, Calif.	$ 86,874	10 months	Bilingual/Bicultural Preschool-12th grade	60
San Pasqual Band of Indians Valley Center, Calif.	$ 77,114	10 months	Bilingual/Bicultural Tutoring Program Preschool through 8th grade	50
Montana:				
Fort Belknap Fort Belknap Education Department Harlem, Montana	$ 91,920	3 years (1977-1979)	Bilingual/Bicultural Kindergarten through 12th grade and adult	350 600 adults
Rocky Boy Elementary School Rocky Boy, Montana	$220,000	3 years (1976-1978)	Bilingual/Bicultural Kindergarten through 8th grade	360
New Mexico:				
Dibe Yazhi Habitiin Olta, Inc. Crownpoint, Mew Mexico	$ 99,850	3 years (1976-1978)	Bilingual/Bicultural Kindergarten through 6th grade	124
San Juan Pueblo Tribe San Juan Pueblo, New Mexico	$112,619	3 years (1976-1978)	Bilingual/Bicultural	NA
Pueblo of Zuni Division of Education Zuni, New Mexico	$212,000	3 years (1976-1978)	Bilingual/Bicultural Preschool, Kindergarten through 12th grade, adult	1,560
Washington:				
Skokomish Indian Tribe	$ 48,465	3 years (1976-1978)	Bilingual/Bicultural Preschool through 1st grade and some Secondary	115
Wisconsin:				
Oneida Tribe of Wisconsin	$186,329	3 years (1976-1978)	Bilingual/Bicultural Preschool through 6th grade	350

Source: U.S. Office of Education, Office of Indian Education.